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Our Working World

Families at Work

by Lawrence Senesh
Professor of Economic Education
Purdue University

Resource Unit

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Consultants to the project

Arno Bellack, Professor of Education, Teachers College, Columbia University
David Easton, Professor of Political Science, University of Chicago
Anne Reid McAllister, Elementary Consultant, Elkhart, Indiana, Public Schools
Irving Morrisett, Professor of Economics, Purdue University
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Robert Perrucci, Professor of Sociology, Purdue University

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Acknowledgments

Many people have been helpful to the author in bringing OUR WORKING WORLD to its present stage. In 1958 Purdue University established within the Economics Department a special academic position to promote research in economic education and increase the economic competence of teachers and pupils in the public schools. When the author accepted the invitation of the university, he found a friendly, intellectual climate conducive to innovation.

Concerned that children were not being sufficiently exposed to the world of ideas, the author wanted to test whether significant ideas in the social sciences could be made meaningful to children in the primary grades. The Elkhart (Ind.) Public Schools welcomed such an experiment and invited the author to work with their teachers and children.

The Elkhart school administration, teachers, and community at large gave warm and fullhearted support to the project. J. C. Rice, superintendent of schools, set the tone for friendly acceptance of the experiment. Harold Oyer, assistant superintendent of schools, was always willing to listen and never failed to give good advice.

The project found an untiring friend in Anne McAllister, director of elementary education. She contributed many excellent ideas and worked

with the teachers to implement the experiment. Among the teachers, several deserve special mention. Lois Snodgrass, Lincoln School, gave unlimited enthusiasm and energy to the project and heartened the author as well as the students. Mary Alice Purcell, Monger School, gave unsparingly of her time and talent to test ideas in her classroom. She and Mrs. Snodgrass volunteered to be demonstration teachers for the filmstrips *Work Inside the Home* and *Work Outside the Home*. Frances Fitzgerald, Beardsley School, devoted a summer vacation to taking on the role of radio teacher in economic education. These radio programs, broadcast over ten commercial radio stations, served as a basis for the recorded lessons in *Families at Work*. Special thanks go to Flora Evans, Mary F. Beck School, and Arlena Simonson, J. L. Ullery School, who, with Miss McAllister and Mrs. Snodgrass, read the manuscript and made many valuable suggestions.

Teachers on every grade level turned their attention to the experiment, discussing how the increasing social competence of elementary school children would bring about changes in later grades. The elementary school teachers remained not only classroom teachers in the conventional sense, but became curriculum innovators. Many of their ideas

and activities were tried out in the classroom and have been incorporated into the program.

Curriculum change cannot be undertaken without the support of the community. Many parents reported proudly to the teachers the thoughtful questions their children asked about the economic world. The business community felt that the project would develop children's knowledge of and respect for the structure and functioning of the American economic system. John Best, prominent Elkhart industrialist, gave much time and financial assistance to the program. He established an assistantship and a graduate fellowship in economic education at Purdue University. The support of the general community, which Elkhart so well provided, is essential to a program for which the community is used as a laboratory for the children's discoveries.

At Purdue University the project has had many friends and well-wishers. E. T. Weiler and his two associate deans, Ronald Stuckey and John Day, and John Hicks, executive assistant to President Frederick L. Hovde, assured the author of the facilities needed to carry on the project.

Special thanks go to Olin Davis, director of economic education programs in the Purdue University Extension Administration, who provided the contact with Elkhart for the project. In addition, the Indiana Advisory Board on Economic Education, headed by Dr. Davis, invited the Elkhart teachers to its workshops, where the author worked with the teachers to prepare preliminary materials for the program.

Three persons especially should be mentioned: Irving Morrissett, Economics Department, Purdue University, on whom the author tested many of his ideas; Evelyn Anderson, Division of Education, who directed the author to many fine children's books; and Peter J. Georgeoff, Division of Education, who read the manuscript.

It is difficult to give fair recognition to all the people who have helped the author in his work. Arno Bellack, Teachers College, Columbia University, has encouraged the author over a period of years to develop more fully the idea of the organic curriculum. The Joint Council on Economic Education and its director, Moe Frankel, enabled the author to become acquainted with elementary school classrooms from coast to coast, and to discover the exciting world of the child.

The following consultants were instrumental in identifying some of the main ideas of the disciplines they represent so that the author could relate these ideas to the children's experiences: David Easton, political science, University of Chicago; William Pattison, geography, San Fernando Valley State College; and Robert Perrucci, sociology, Purdue University.

A number of public school teachers and administrators provided help on parts of the project. Particularly helpful comments were received from teachers in the DeKalb and Glencoe, Illinois, school systems. Frances Englebrecht, South School, Glencoe, supplied a number of useful suggestions for particular lessons.

It has been a pleasure to work with Jeanne Stoner, who has written many of the children's stories and playlets and has put in long hours narrating the recorded lessons.

William D. Rader has worked with the author for a number of years as research assistant. His helpfulness and reliability at Purdue and Elkhart have taken much of the burden from the author. He has helped with the editing of the manuscript and has written several of the stories and poems.

The author would like to express his appreciation to Loren A. Korte, social studies editor of Science Research Associates, and his staff, who with untiring enthusiasm gave their best to improve the manuscript.

The project could never have advanced to the present stage without a grant from the Carnegie Corporation. Their selection of this project for support has given added impetus to the author.

And finally, nobody has given greater help to the author in sharing and challenging ideas and in helping to bring the manuscript to completion than Dorothy Senesh. She has been a patient wife and an untiring co-worker. Her inspiration leaves a permanent impression upon the thoughts and work of the author.

*November 1963
Lafayette, Indiana*

LAWRENCE SENESH

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Part I

Description

OVERVIEW OF THE PROGRAM

*Ah, but a man's reach should exceed his grasp,
Or what's a heaven for?*

ROBERT BROWNING in *Andrea del Sarto*

In the dynamic world in which we live today changes are taking place so rapidly, and methods of communication are so efficient, that adults as well as children are deluged with new information. Scientific, technological, political, economic, and social changes are proceeding at such a tempo that the world seems in danger of losing its familiar forms. Unless we discover some pattern or design behind the seeming chaos of events, we may find ourselves fleeing into unreality to escape the real world of difficult and insistent problems.

Discovering fundamental patterns or principles beneath the welter of raw experience is not an easy task. A special kind of thinking is necessary to make the bridge between a person's experiences and his ideas. Up to now, training for this kind of thinking has been entrusted largely to the secondary schools. By the time youth have reached maturity, bad thinking habits have often become ingrained and respect for analytical thinking is frequently lacking. It is during the early formative years of the child, when he has an unlimited curiosity and an earnest desire for answers to his questions, that the preparations for analytical thinking should begin.

The many "why" questions that come from children stem from fundamental intellectual curiosity and honesty that drive them to search for reasons or patterns in terms of underlying principles or codes of behavior. If this search is frustrated by the child's adult guides, and if the classroom adds to his confusion by dumping quantities of unrelated information on him, the child can only sink deeper into the swamp of unrelated experiences. If, on the other hand, he is helped at an early age to discover order in the world around him, and if the discovery of the relation between events and ideas is made a part of a continuing learning process, life can become an exciting adventure from childhood to old age. The adult

who has grown from such a childhood will be able to reason, will enjoy inquiry, and will be not only a successful breadwinner but an effective participant in the decision making of a democratic society.

✓ The purpose of this series, OUR WORKING WORLD, is to introduce children to the fundamental principles underlying the functioning of our social world and to relate children's experiences to these principles. The author calls the curriculum applied in OUR WORKING WORLD the organic curriculum. This curriculum is based on the hypothesis that children's experiences are potentially so meaningful that the fundamental ideas of the social sciences can be related to them on every grade level.

① In the first grade these fundamental ideas are related to life in the home. The same basic ideas are related to neighborhood experiences in the second grade, and to experiences in the city in the third grade. The basic ideas gain greater depth as the children's experience becomes more complex. The children will encounter these same fundamental ideas in all the social sciences as they move from grade to grade. It is hoped that by the time the students have reached the senior high school grades, they will be able not only to think analytically, but to use this process as a tool for understanding and solving problems, a skill which is a prime objective of social science education.

✕ Children's experiences are as wide in scope as life itself. They touch on every one of the social sciences, and are particularly rich in elements of economic importance. The child asks for many things—from lollipops to electric trains. He learns that his family cannot fulfill all his wishes and discovers that he has to make choices. When he receives his first dime, he thinks of it as riches, but quickly discovers that it will buy him little. He and his family face a constant succession of economic problems. What should they buy at the grocery store? Who should get the next pair of

shoes? Should the family spend or save? What should the child be when he grows up? Is it worthwhile to give up this to get that? Outside the home the child observes that people around him usually work very hard to earn a living. On his way to school he admires cranes, trucks, automobiles, and other machines that help people to do their work faster. All of these experiences can be made meaningful if they are related to the fundamental principles of economic knowledge.

It is because economics plays so large a role in the child's world, and because it will continue to be so important all his adult life, that it has been made the core of OUR WORKING WORLD. The other social sciences, such as anthropology, geography, political science, sociology, and history, are, however, an integral part of the program.

The first-grade program, Families at Work, is intended to familiarize the children with certain fundamental principles and ideas. While its purposes are purely introductory and little attempt is made to show first-graders how these principles are interrelated or how they evolve from one another, it is extremely important that the teacher have these relationships in mind as each principle is presented. Hence it is important that the teacher study and understand the fundamental idea relationships of economic knowledge as indicated in the chart on the following page.

The principles illustrated by the chart can be ordered in the following sequence.

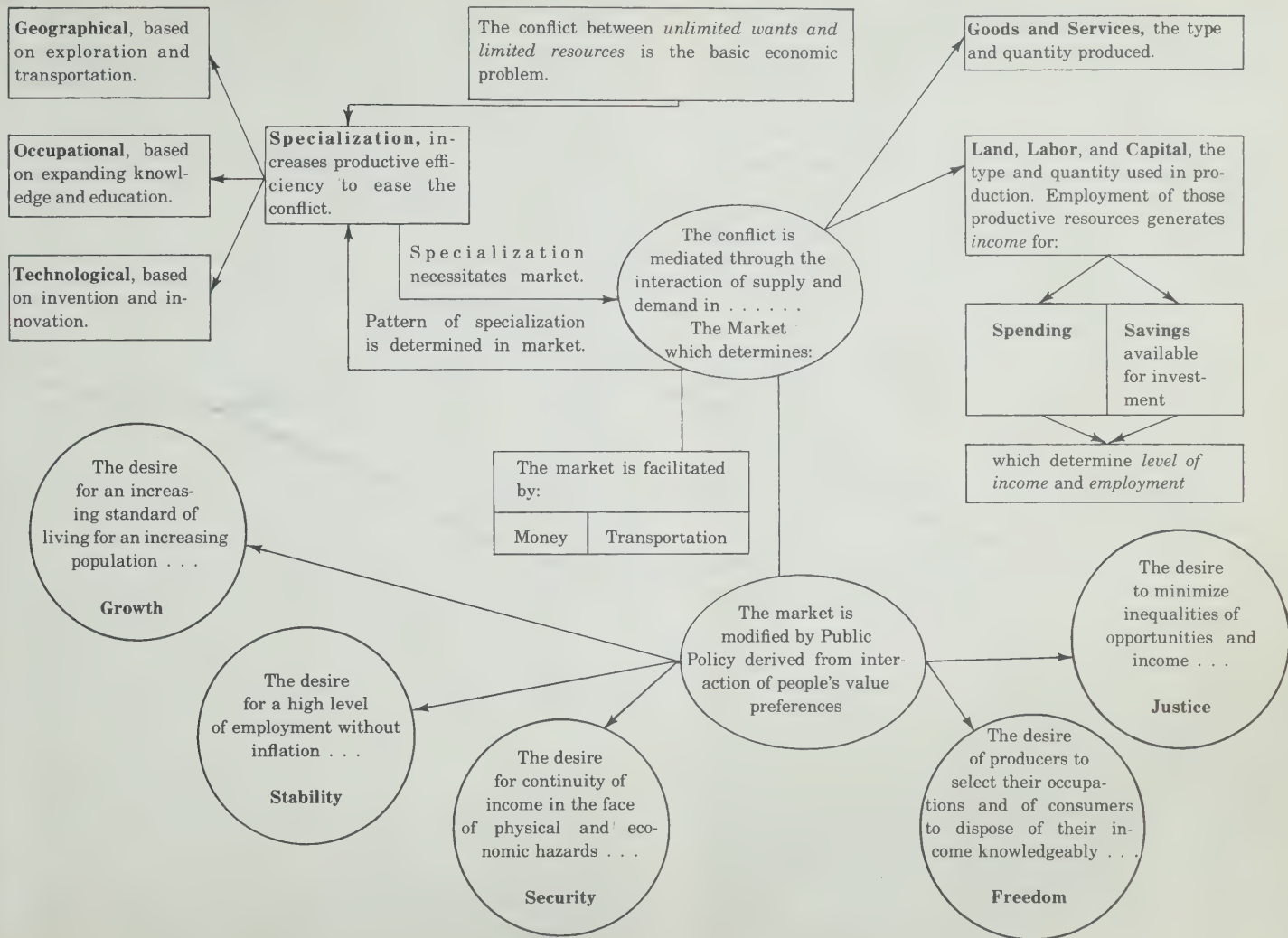
1. The conflict between unlimited wants and limited resources is one that confronts every individual and nation. Although conflict varies in degree at different times and in different parts of the world, the conflict itself is always present.
2. Men have always sought ways and means of lessening the gap between unlimited wants and limited resources. They have found that by dividing the labor they can produce faster and better. Division of labor means that a man does not produce all that he needs by himself. Rather, the labor is divided; each person does one particular job, and because he specializes in this particular task, he gains greater skill, thereby increasing his productivity.

There are three ways in which the labor can be divided:

- a) Men can divide the labor *occupationally* by applying themselves to one particular job. Thus we have barbers, dentists, teachers, butchers, salesmen, and so on. In all, there are some 35,000 occupations.

- b) They can divide the labor *geographically*. Some regions, because of climate, soil conditions, or the skills of the inhabitants, can produce certain products better than other regions. For example, Florida and California produce oranges; Brooklyn builds ships; Pittsburgh and Gary have become great producers of steel because they have access to coal and iron ore.
 - c) Men also divide the labor *technologically*. As machines have assumed a greater role in production, they, too, have been designed to perform certain specialized tasks. Thus there are different types of cracking towers for use in oil refining; a great variety of plows is now produced to meet the needs of different types of soils and crops; new computing machines are built to solve specific types of problems; and so on.
3. Because the division of labor means that one no longer produces all that he needs himself, men and societies have become interdependent.
 4. This interdependence makes trading necessary. To facilitate trade, men have developed monetary systems and methods of transportation.
 5. Because the basic conflict exists, that is, because resources are too limited to permit the fulfillment of all wants, all societies develop allocating mechanisms that determine —
 - a) The kinds of goods to be produced: for example, whether watches, textiles, toothbrushes, clothing, bulldozers, sewing machines, or cabbages will be produced.
 - b) The quantity of goods to be produced.
 - c) The methods of production to be used, that is, the proportions of land, labor, and machines or tools to be used.
 - d) The level of production and employment to be attained.
 6. In our economic system the market is the major allocating mechanism. It is through the market that producers and consumers find each other. Producers try to sell their goods at the highest price, while consumers try to buy goods at the lowest price. The interaction of the two results in the market price. As the prices of individual goods and of land, materials, labor, and tools rise or fall, factories and businesses decide what goods and how much of

THE FUNDAMENTAL IDEA RELATIONSHIPS OF ECONOMIC KNOWLEDGE



them they will produce, and in what proportions they will use materials, labor, and tools or machines to produce the goods.

7. When our society decides that certain things which the market mechanism does not provide are necessary or desirable, it may modify the decisions of the market. For example, if decisions on education were left to the market, only those who could afford a private education would go to school. When our society decided on free public education for all, it modified a market decision in order to promote the general welfare.

To obtain a result deemed necessary or desirable, our society has many times in its history modified market decisions through public policy, in accordance with the circumstances and prevailing value preferences of the time. Our value preferences can be grouped roughly about five social goals:

- a) Economic growth: a rising standard of living for an increasing population.
- b) Economic stability: full employment without inflation.
- c) Economic security: protection of income against the hazards of old age, death of the breadwinner, accident, disability, and unemployment.
- d) Economic freedom: freedom of choice for each individual producer and consumer as long as it does not unduly abridge the freedom of others.
- e) Economic justice: economic opportunities for all.

How are these fundamental idea relationships related to a child's experience? Every parent knows that children are preoccupied with wishes. They would like almost everything they see, but they soon (and not easily) discover that parents cannot afford to buy them everything, and that they have to make choices. The art of choice making is the main theme of *Families at Work*, in which children will encounter choice making in many situations: what is most important, what is least important; how much time should be spent on schoolwork and how much on play; whether money should be spent or saved; what should be done with savings. All these are choice-making dilemmas that the child will experience in games, plays, stories, and through a classroom approach to events commonly occurring in the home.

Children's awareness that man attempts to produce faster and better all the time will be awakened by the use of the assembly line in the classroom and by experimentation in working with and without tools. Children will be encouraged to discover new and better production methods to become inventors themselves.

They will become acquainted early in the academic year with man's role as a producer. They will discover that the work of every producer is useful, regardless of his social position. Observing the home and the father's occupation, children will find that many goods and services are produced at home, but that today most are produced outside the home. They will discover that the purpose of production is consumption; that every living being is a consumer but not everyone is a producer; and therefore, that producers help those who only consume.

The fact that we cannot have everything will lead to the question: Who decides how much each individual or family receives of all the goods and services produced? Children will discover that most things are not free, and that we have to pay a price for them. The children will practice discerning what is more expensive and what is less expensive. Exercises on how price, tastes, and income affect consumer decisions and how consumer decisions affect price will help them understand the operation of the market economy and the employment theory.

But not all the goods and services are bought by each family separately. Many goods and services are bought by families together. *Families at Work* shows how the President of the United States yearly prepares a long shopping list of the goods and services he thinks families should buy together. (If the families agree on the shopping list) they will buy the goods and services together and (pay the bill with taxes). Observing streets, bridges, roads, schools, and parks, or remembering friends or relatives in the Army, Navy, or Air Force, the children can discover that the government plays an important part in their lives.

Although *Families at Work* centers on the study of the economic world, this world is of necessity enmeshed in other social sciences, and these form an integral part of the program. Political science, for example, is brought in at various points. Thus the question of authority in various family situations occurs in Lesson 1 and recurs in Lesson 12.

Later, in Lesson 18, the children learn how representative government provides goods and services through the taxes it collects.

Finally, in Lessons 21, 22, and 23, the role of government as a preserver of order and stability in society is thoroughly discussed.

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What love is there? ...

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Various aspects of sociology can be found throughout the year's work. In the stories, activities, and recorded lessons, children and adults alike are seen filling a variety of roles and belonging to different social groups. The teacher can use various situations to point out how important it is that individuals coordinate these several roles. The child is seen as a member of the family, a pupil, and a friend. The adult is seen as a parent, worker, citizen, and member of a church, club, or volunteer organization. The unit also brings out that not all families have the same tastes, aspirations, incomes, or living conditions, and that these differences necessitate understanding and compromise.

The function of customs and rules in society and the need for predictability in human behavior as a basis for a stable society are the subject of Lesson 12. The rewards and punishments that accompany customs and rules and operate to maintain order are also discussed.

Elements of geography are presented in several ways. The effect of terrain on transportation is pointed out in Lesson 14; geographical division of labor based on differences in soil and climate is discussed in Lesson 13. The way in which environment affects people's lives is studied in Lesson 3, and the importance of a proper location for a business is introduced in Lessons 21-23 along with the use of simple picture maps.

Anthropology forms the main subject matter of Lesson 3, wherein three peoples—the Caribou Eskimos, Bushmen, and Pueblo Indians—are studied in detail. The effects of their meager environments and their various reactions to them, the tools they have developed, their housing, kinds of recreation, and so on, are described at length. The lesson is typical of the unit as a whole, for in addition to anthropology, it contains much of economic, sociological, and geographical importance.

Historical relationships are an integral part of the program throughout and are especially important from Lesson 11 on. Virtually every aspect of life today is compared with its counterpart of earlier times. Lesson 11 is devoted specifically to such comparisons; they are inherent in such discussions as that on technology in Lesson 16 and that on job choices in Lesson 26. It is essential that historical references be made in order to help children discover and understand the process and inevitability of change.

Over and beyond the introduction of certain basic understandings from the various social sciences, the author tries to develop attitudes and values necessary to a free society. He emphasizes the dignity of useful work, the need for competition and cooperation in a highly productive society, the benefits derived from volunteer activity, a respect for differ-

ences, recognition of the need for change within the framework of our social and political institutions, and a respect for government as the representative of the people.

In accomplishing the tasks outlined above, *Families at Work* employs a variety of techniques. One of the most fundamental is the utilization of the child's daily experience. In the course of the year's work many useful lessons will be drawn from what the child observes in his home on the way to school, in his neighborhood, and in his relationships with his friends. Indeed, as stated at the outset, the major purpose of *OUR WORKING WORLD* is to help the child discover the relation between his own experience and certain underlying fundamental principles.

The world of children's stories and even fairy tales also finds wide application throughout the program. Much of economic or other significance can be drawn from such stories and they serve as easily retained illustrations of important points. They will be found in abundance both in the recorded lessons and in the Resource Unit. Dramatization often helps to reinforce the lesson of a story; therefore many playlets and suggestions for acting out various stories are included among the proposed activities.

The use of the highly effective technique of dramatization goes beyond that of the playlets and stories, however. We are all familiar with children's desire to act out adult roles by playing "house" or "store." In *Families at Work* the children will be given many opportunities to do just that. By acting out such adult activities as dividing labor, shopping, banking, setting up business, and so on, they will be able to discover for themselves just how certain features of our social and economic systems operate. (2)

Classroom displays can be used to advantage throughout the year. The teacher will find many situations where toys, cutouts, pictures, or drawings can be made into displays that will help familiarize the children with certain points, while giving them a sense of being involved in the learning process.

Finally, all of the techniques mentioned above are to be accompanied by classroom discussion. Such discussion serves to clarify, deepen, and broaden the children's understanding, while permitting the teacher to find points that may call for more work or explanation. Skillfully led discussions can be among the most meaningful of the activities engaged in during the year.

It is not expected that by the end of the first year the children will be able to formulate clearly the fundamental theoretical relationships of the

various areas of the social sciences. What is to be hoped is that the children, through the discussions, stories, games, dramatizations, and other activities, will feel themselves more and more closely related to the mainstream of social, economic, and political life. Even the fantasy and whimsy contained in this unit is directed to that end. At the same time, the children should be making their first bold venture into the realm of ideas and analytical thinking.

As the children climb the academic ladder from grade to grade and relate their experiences over and over again to the principles and ideas of the social sciences, the forces and patterns underlying such day-to-day experiences will gradually come into sharper focus. By the end of their

school careers they should possess the analytical qualities needed to participate actively and intelligently in a dynamic society. Relying on their understanding of the basic ideas of economics, political science, sociology, history, and the other social sciences, they should be able to face the problems presented by conflict and change within our society. And above all, they should always feel that man has the capacity to contend with these problems.

Our youth should feel that they live in a society where they can be active participants. They should feel that they are a part of something bigger than themselves, that they are related to the mainstream, and that they are not living in solitary confinement.

IMPLEMENTING THE PROGRAM

Components

A complete set of materials for *Families at Work* includes a school set of filmstrips, a classroom set of phonograph records, a hard-cover text and a soft-cover Activity Book for each pupil, and this Resource Unit for the teacher.

Filmstrips

Two sound filmstrips entitled *Work Inside the Home* and *Work Outside the Home* present a photographic record of a year's work during the developmental stages of the program. It was on the basis of these actual classroom experiences in the Elkhart project that the present learning materials were prepared. Although the sequence of lessons has since been altered and the scope of the program broadened, the filmstrips nevertheless highlight the ideas of the program. At the same time they demonstrate techniques and activities that have proved successful in helping children inquire into the meaning of complex ideas.

Resource Unit

Your Resource Unit is divided into two parts. Part I explains the program; Part II provides a comprehensive plan for each of the twenty-eight lessons in the program.

In Part II the plan for each lesson is divided into five distinct sections:

Purpose of the Lesson. The purposes of each lesson are set down in detail. From them the teacher can quickly see the ideas that he and the children are to explore. These statements help the teacher to choose activities that will accomplish the objectives of the lesson.

Reinforcing the Recorded Lesson. Sample questions are provided the teacher so that he can review with the children the significant ideas presented in the recorded lessons.

Activities. A large number and range of activities are suggested. From them the teacher can select those that are best suited to the interests and abilities of his class and his own talents. It is through the use of the activities that the real learning takes place. The activities help the pupils to understand the concepts detailed in the purpose of the lesson through participation in various kinds of situations.

The activities are of various types. Many of them can be accomplished without use of other components of the program. Such activities include playing games, preparing artwork, telling stories, and making field trips. In another type of activity the teacher reads to the children stories and poems that are printed in the following section. Still other activities require the use of Part II of the pupils' texts, where pictorial problem situations are examined and various stories read. A fourth type of activity offers methods for making the items in the Activity Book meaningful to the children.

As a group, the activities are designed to relate important ideas from the various social science disciplines to events that are a part of the child's everyday world.

In addition, the activities allow the teacher to correlate elements of the language arts, science, music, and art programs with primary social studies.

Stories, Poems, Songs. Many stories from children's literature, heretofore popular for their entertainment value, are reprinted in this section and used to illustrate important concepts in the social sciences. Many original stories are also presented.

These selections, generally written beyond a first-grade child's reading level, but well within his understanding, are to be read to the class by the teacher.

Bibliography. A supplementary list of children's books, films, and filmstrips is provided for each lesson. The annotations allow the

teacher to relate the various entries directly to specific purposes of the lesson.

Phonograph Records

The set includes fourteen records, each of which presents two fifteen-minute lessons. The lessons have been designed to create an awareness of important ideas that will later be explored in depth. They also motivate children to want to learn more about the topics introduced by the record.

Included with the record set is a booklet, Recorded Lessons, containing the scripts. This booklet allows the teacher to study the recorded material at his convenience before presenting the records to his pupils. It is equally useful once the record has been played, in that the teacher can reread portions of the material to the class or use it to find the approximate location of material on the phonograph record. In the course of the year the teacher will often want to read portions of previous lessons to his pupils and thereby help them to perceive the continuity of the program and the relatedness of ideas.

The teacher himself should frequently review previously covered materials in the booklet so as to assure continuity in his own efforts to achieve the objectives of the program.

Picture Book—Reader

The hard-cover text is divided into two parts. Part I provides several pages of illustrations for each recorded lesson. Children look at the pages as they listen to a record and thereby receive simultaneous audio and visual stimuli. In this manner their attention is more effectively held. Such illustrations also aid the child in visualizing some things that are outside his immediate experience, as well as in recalling and reviewing major points in the recorded lesson. Special sound cues built into each record indicate to the child when to move on to the next page.

Part II contains a series of discussion pictures and a number of stories for the children to read. The discussion pictures present various kinds of problem situations that the children examine and then discuss with the guidance of the teacher. Later, as the children learn to read, stories are substituted for the pictures.

Both the discussion pictures and the stories help pupils to understand important concepts related to the purposes of the lesson.

Activity Book

Each page in the Activity Book requires the pupil to make choices and decisions about problems related to important points in the lessons. Depending on how the teacher elects to use the activities, they are important for extending or measuring the learning for each lesson. Virtually no verbal material is included in the book; all activities depend on the child's ability to relate illustrations to concepts.

General Preparation

The most desirable method of preparation for a teacher would begin with a careful study of Part I of this Resource Unit. From this the teacher should obtain an awareness of the major assumptions and learning goals around which the course is built. The teacher should then view the filmstrips described above. Examining the events shown in the filmstrips in light of the fundamental idea relationships of economics (page 3) will heighten the teacher's awareness of opportunities for relating the ideas to the first-graders' experiences inside and outside the home.

A discussion of the filmstrips among teachers can lead to more techniques for discerning the conceptual elements in the children's seemingly insignificant experiences. Development of skill in discovering and drawing out these conceptual elements may take some time. This should encourage teachers to plan to meet periodically to discuss the new materials, prepare strategy, and compare progress. The usual benefits of such meetings to experienced and less experienced teachers will be particularly enhanced by a course of study that offers so many opportunities for innovation.

It is particularly important to communicate to the parents at the outset the general objectives of the program. The program is intended to explain the real world to the child, necessarily drawing on the child's real experiences. It may therefore seem that the school is interfering with the private affairs of the family, unless the parents are shown the program's purpose of strengthening children's understanding and appreciation of the home and the family. The communication should be maintained throughout the year so that the parents become partners in the project, and so that the child can most effectively draw on his real world of home and community experiences to aid his understanding. Before beginning the program, it is recommended that the teacher talk in person or write a letter of explanation to parents to secure their cooperation.

Procedures

Preparing a Week's Work

Perhaps the easiest method for explaining course presentation would be to describe a typical week's work. Although what follows will not be exactly applicable to every teacher and every class situation, the experiences of participating teachers show this to be a very effective approach.

The exact amount of class time given to each lesson will vary with the nature of the class and the general program of the first grade, but, typically, a lesson occupies about a week's work. The teacher prepares for the week by reading the Resource Unit for the particular lesson. This will highlight the purposes of the lesson and present a choice of methods for achieving these purposes.

The teacher should then listen to the recorded lesson and follow the narration in the picture book-reader. This will give him a preview of what the children will see and hear, as well as a sense of the general pace of the material. (NOTE: Sound cues for turning pages are not spaced equidistantly; they are cued to the natural dramatic pace of the material.)

The teacher should then examine the material in the second part of the text. There will be either discussion pages (for Lessons 1-12 and a few later lessons) or stories for the children to read (Lessons 12-28). The teacher will have to decide how these materials can best be used with his particular group. The Resource Unit gives suggested guides for discussing each picture situation or story. The teacher will have to decide whether to read the story to the children or to have the children read the story to themselves. He should be sure to note that the stories in the text are presented at a first-grade instructional level rather than at the children's independent reading level. Since he will know whether the reading level of each story is likely to frustrate particular pupils, he must guide the reading accordingly. In most instances he will have to be readily available to help pupils with unfamiliar words and for other aspects of reading instruction.

The teacher can then examine in detail the suggested activities and decide which ones he will utilize, and in what ways. He may also note his original ideas for achieving the stated purposes, or add other activities, not included in the Resource Unit, that will tie into the lesson's desired goals.

The weekly schedule prepared by the teacher might appear as below.

Monday	Prepare pupils for hearing the recorded lesson Play recorded lesson Follow-up reinforcing the recorded lesson
Tuesday	Activities (perhaps the preparation of an exhibit or participation in a sociodrama)
Wednesday	Activities (continuation of activity begun on Tuesday or new activities such as reading story or poems from the Resource Unit or making a field trip)
Thursday	Activities (continuation of activities begun earlier in the week or new activities such as the use of the discussion pictures or the reading of stories in the text)
Friday	Activities (continuation of activities begun earlier in the week or new activities such as the completion of exercises in the Activity Book)

Almost limitless variations of such a schedule are possible. Some teachers may want to spend all of Monday preparing children for the recorded lesson, in which case the recorded lesson could be postponed until Tuesday. Some teachers may want to replay the recorded lesson at the end of the week as a summary; some may even elect not to play it at all until the end of the week.

Similarly, some teachers may wish to use the exercises in the Activity Book as springboards to additional explorations in depth, while others may want to use them to measure understanding after the children have participated in a number of activities.

The basic schedule recommended above is flexible enough to accommodate differences in classes, pupils, and teachers. The teacher must use his own judgment and knowledge of his pupils in planning an intelligent use of time.

Although there are generally thirty-six weeks in the school year, there are only twenty-eight lessons in this program. It is recommended that the teacher allow approximately a month for pupils to become accustomed to the first grade and its procedures. *Families at Work* might then be introduced during the first week of October. The teacher should not hesitate to begin the program early in the year, inasmuch as reading readiness and the socialization process are advanced by a large number

of skills such as the use of an expanded vocabulary, the development of listening skills as an aspect of receptive language learning, the development of oral language facility (sentence sense, active vocabulary, descriptive ability), the development of social skills through participation in orderly discussion, and the development of an increased awareness of the child's own environment and experiences. Proceeding at a general pace of a lesson a week, the teacher will have time to give more than a week to vital lessons, or to go over sections of lessons that pupils find complex.

The time allotted to social studies in the first-grade school day varies greatly from class to class. This program, however, may use more time than was previously accorded social studies. This need cause no concern, inasmuch as the Resource Unit suggests ways in which elements of language arts, science, art, and music can be correlated with social studies. The teacher should be able to work in additional points of correlation in these areas and others, such as arithmetic. He should also realize that the readiness features of the program will prove to have been very helpful when reading is taught. Of course, the basic goal of the program—to enable the child to see beyond his previous range of awareness—will itself justify any added investment of time.

Presenting the Lesson

Playing the Record

Each lesson is best introduced by presenting the recorded lesson. However, the children do not get the full value of the recording unless it is presented in a specially created atmosphere. The teacher should prepare the children for listening as if they were entering upon an adventure.

The listening technique should be carefully explained. If the furniture is movable, best results are obtained by clustering the seats around the record player. The teacher should demonstrate the use of sound cues in the recording. The children must understand that when they hear the chime, they proceed to the top of the *next page* in their picture books. It must be made clear that this *does not always mean turning the page*. They will turn the page only at the completion of a right-hand page. During the first few lessons, the teacher should observe the class closely to be certain this is being done.

The teacher should indicate to the children the main theme of the lesson. If the record has been organized around a central character, he may introduce the character and suggest that the children watch for certain things.

Since the children will be following the recorded lesson in their picture books, the teacher can help prepare them by discussing the pictures with them before playing the record. They may be able to discover some of the points of the lesson before hearing the recording. It is essential to forestall the problem of a child's curiously turning pages while listening to the record. The aforementioned technique can be useful in this regard.

Using the Resource Unit

The success of the program depends on the teacher's grasp of the purposes of each lesson. Since the purposes of the lesson are broader in scope than is the recorded lesson, the teacher should carefully study the purposes before selecting the activities for the week. He should be particularly watchful that he selects activities according to the stated sequence of purposes.

To many teachers the first three lessons, coming so early in the child's school experiences, may seem very complex. These teachers can choose to work with these lessons for longer periods of time. Inasmuch as the three lessons set the stage for the year and contain elements of many lessons to come, the teacher should not be anxious if the children do not grasp all the points in these lessons. The same ideas will be encountered and more fully explained later in the program.

The Resource Unit offers more pupil activities than can be used in one week. The large number is provided so that the teacher can make a selection according to individual and group maturity, skills, and backgrounds. It is vital, however, to use the stated purposes of the lesson as a guide in choosing activities. The teacher should make a special point of including major activities that continue through a number of lessons such as the banking game in Lessons 19 through 23, and the purchasing and producing game in Lessons 24 and 25. As new ideas are introduced in succeeding lessons, such activities expand in scope and at the same time reinforce ideas previously introduced.

Some activities encourage children to tell about their fathers' occupations. It has been found that if they discover that their father's work, regardless of social status, is useful, their self-confidence is strengthened. The program also enables children to discover that many people become

unemployed against their will; this discovery helps to reinforce children's confidence in their unemployed fathers.

The activities try to reflect the real world, but they cannot fit all special situations. For example, an orphaned child ought not be asked to talk about his family. The Resource Unit cannot be expected to meet all the possible circumstances of home background; the teacher must of course exercise his judgment.

The stories, poems, and songs can be used in either the motivational or the developmental phase of instruction. Some stories can be used to summarize lessons. Many of the stories are well known in children's literature, but they have not hitherto been used to illustrate principles as they have here.

Using the Picture Book – Reader

The use of the text during the recorded lesson has been explained above. The teacher will also find it very helpful to have the children look at the pictures during the discussion of points listed under "Reinforcing the Recorded Lesson." Such use is important as an aid to recall, and it is recommended that the teacher follow this procedure consistently.

The pictures can also be used for reviewing, for storytelling, for suggesting new stories, and for other purposes at the teacher's discretion.

Lessons 1 through 12 and a few later lessons present pictures that have been designed to stimulate discussion by the children. Pictures usually present situations that the teacher asks the children to verbalize. Once the problem has been posed or the situation described, children talk about it in the light of a principle or an idea introduced by the recorded lesson. Specific suggestions for the use of the discussion pictures are found among the activities in the Resource Unit.

Lessons 12 through 27 present simple stories for the pupils' reading. The usual techniques of guiding children's reading will apply here, with the special caution that because of the necessity of conveying ideas, the vocabulary level is above average and contains some words that are unusual for first grade but essential to the particular topic. The teacher will find most of the material geared to the child's instructional reading

level rather than to his independent reading level. He must therefore be available in order to direct reading activities, using the same principles he would normally employ for reading instruction. Some stories may seem too difficult for his pupils. If so, he might have the best readers in his class read the stories aloud, or he himself can read the stories to the class as pupils follow in their own books.

Suggestions for utilizing the story ideas are in the pertinent activities of the Resource Unit.

Using the Activity Book

Each exercise in the Activity Book is related directly to the stated purposes of the lesson. The exercises may be used early in the week to initiate additional work. Through such use the teacher can discover pupils' lack of information and understanding and thereby focus on problems that will be explored in depth through additional activities.

Most teachers, however, will want to use the Activity Book late in the week when the exercises serve as a check on understanding. Pupils' performances on the exercises will disclose areas of learning that have been grasped as well as those in which understanding is incomplete or inadequate. The latter will indicate that additional time must be spent on an idea and that care must be taken to make that idea clear to the children when it is encountered in another lesson.

In all instances the teacher should use the directions in the Activity Book in conjunction with the description of the activity in the Resource Unit. The directions in most cases are stated in a general way, and the teacher must use his own words to translate them for the children. Before having children proceed with the exercise, he may want to help them recall the major idea involved. Children will complete the exercise more readily and more accurately once they have perceived its purpose.

For some exercises the teacher may simply want to supply the directions and the purpose and then allow pupils to work on their own. For others he will want the class to work together in finding answers to the problems. In all instances, however, it is essential that class discussion conclude the activity. Only in this way is the full value of the activity acquired by the pupil.

Part II

Lesson Plans

Lesson 1

Getting to Know the Family

Purpose of the Lesson

1. To help children discover that the family fulfills important economic, social, and political needs; that home is where we grow up.
 - a) The adults of the family, who make the home, provide us with food, clothing, and shelter (the physical house). ✓
 - b) As a member of the family, we *learn* how to grow up.
 - (1) We learn how to work and play. ✓
 - (2) We learn how to live with other people and to respect them.
 - (3) We learn how to help and share. ✓
 - (4) We learn why rules are necessary, and we learn to obey them.
 - (5) We learn how to be honest.
 - (6) We learn what love is.
2. To help children look on the family and family life as a process of perpetual change.
 - a) Families grow older; small families grow larger; large families regroup into small, young families.
 - b) Many families move from farm to city, from place to place within the city, from one city to another, and from one country to another.
 - c) Families' wants and range of choice change, depending on family size, age, education, occupation, income, tastes, and the level of technology of society.

Reinforcing the Recorded Lesson

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. Who are my family? The answers will disclose that close families usually consist of father, mother, and the unmarried children who share the home. The distant or extended family is made up of the relatives who live away from the close family. Each child should tell who the members of his close family are and, after several examples of a close family, he should indicate some members of his distant or extended family. It is important that children understand the difference between "my close family" and "my distant family."
2. How do families differ? From the responses, the teacher can show that families differ in many respects, such as size, age, location of home, occupations, tastes, and so forth.
3. Why do we live in families? The discussion should bring out that ✓ members of the family help each other and that parents help the children to grow up. The family centers in the home, where its members eat, sleep, and are sheltered from the weather.
4. What do we have to *learn* to grow up?
 - a) We learn how to work and play.
 - b) We learn how to respect others.
 - c) We learn how to help and share.
 - d) We learn how to be honest.
 - e) We learn what rules are necessary, and we learn to obey them.
5. How do families change? Discussion will bring out that the story "The Little House" teaches that families, like individual persons, undergo change. (Families grow older, small families grow larger, large families regroup into small, young families. As time passes, families' wants change with size, age, income, and tastes.)
6. Why was the little house sad when the first family moved away? And why was it happy when the new family moved in? (The children should be led to discover that when people lived in the house, it became a home.)

Activities

1. The children might draw pictures of their close families. These drawings could then be assembled into an exhibition. Viewing the display, the pupils could discuss the question "What is a family?" They should discover that a close family is made up of a mother, a father, children, and any relatives who live with them.
2. The children might draw pictures of the houses in which they live. Then they might make up a display entitled "We Live in These Houses" and discuss the kinds of houses in which people live. The activity could be extended by asking the pupils to look in periodicals for pictures of other kinds of houses in which different peoples live.
3. The teacher can put together an exhibition of photographs of families in other parts of the world. Such photos can be obtained from periodicals such as *National Geographic*, *Life*, and *Look*. Discussion should bring out that all over the world people live in families.
4. To reinforce the meaning of "Home is where we grow up," the pupils can discuss why home is important for a baby. They can tell stories about the various ways in which a baby needs its family.
5. To reinforce the meaning of "Home is where we grow up," the children might draw pictures of "Home Is Where We Eat," "Home Is Where We Sleep," "Home Is Where We Are Protected from the Weather." Through discussion of the pictures, they should discover that these three needs, common to all families, are met in the home.
6. To reinforce the idea that home provides a safe place for children to grow up, the following activities would be appropriate.
 - a) The teacher can read the class poems about homelife: "Finis," "Evening Hymn," "The White Window," and the Mother Goose rhymes. Most of these poems deal with the security that one feels in a home.
 - b) The teacher can read the story "The New Baby" to the class. The story describes the protective climate of the home which little children enjoy. After reading the story, the teacher can ask "How many of you have baby brothers or sisters?" and encourage the children to tell stories about how the family helps the baby.
 - c) The teacher can read the poem "Houses" to the class and have the children illustrate the poem.
 - d) The teacher can read the story "The New House in the Forest" to the class. The story explains how important it is to have the

right place for a house and how the house is built. It shows that the meaning of home is richer than that of the physical house.

7. The teacher can ask the children, "What do we learn at home that teaches us how to grow up?" After hearing a number of random answers, the teacher can explore with the children the wide variety of activities learned at home as shown on pages 172-73 of the text. The pictures are arranged in sequence to represent working, playing, helping, sharing, making rules, obeying rules, respecting others, and being honest. Pupils can make up stories about what they think is happening in each picture. Then the teacher can discuss with them how, through the influence of parents, the actions represented help them grow up. Perhaps the children could also think of other things they do at home that would be similar to the activities shown in the pictures (carrying out the trash instead of mowing the lawn, playing with dolls instead of with checkers, and so forth) and tell how these activities help them learn how to grow up.
8. To reinforce the idea that "Home is where we *learn* how to grow up," the class can participate in the following dramatizations and discussions.
 - a) *Working*. The teacher and class discuss how important the home is in teaching good working habits. Each pupil draws a picture or tells a story about some job that he was taught by his parents, and points up some good working habit that he learned from it.

The children should discover that there is something in man's nature that makes him feel better when he is doing something useful. They can tell stories about how they feel better when they do something useful.
 - b) *Playing*. The class discusses the importance of playing with other people. A person follows the rules and puts forth his best effort; if he wins he tries to be a good winner, and if he loses he tries to be a good loser. Just as working is important to man's nature, so is playing. We can think of work and play as good friends, walking hand in hand. After working hard, people like to play. The ways in which children play or enjoy leisure are discussed: playing games with other children, playing games by themselves, fishing, drawing, playing music, reading books, writing stories and poems.
 - c) *Helping*. To emphasize how important it is to extend help, children can draw pictures of how a home would look if no one helped to keep it neat. They may then discuss why everyone's cooperation is needed.

✓d) *Sharing.* The class acts out the following situation: The family has only one beach ball. Jimmy and his friends want to use it to play basketball, but Sally and her friends want to play with it in the pool. Jimmy and Sally quarrel. Mother intervenes. She decides to let each child play with it for half an hour. To conclude, the pupils speculate on other ways in which the mother could have taught the children how to share, and discuss the importance of learning to share. What would happen to children if grownups did not know how to share? What would happen to the sick, the aged, the poor?

e) *Making and Obeying Rules.* The class dramatizes the importance of making rules and obeying them in the following play.

SCENE I. The members of a family are discussing when they would like to eat dinner. Each member prefers a different time and gives a good reason for his preference. They decide that everyone will eat when he prefers. Much confusion results from this decision. Mother has to work continually, cooking or washing dishes. The water runs all the time; the gas burns constantly.

SCENE II. Family discussion: Father explains that the family is wasting much time, money, and food. He also points out that family members rarely see one another. The family discusses what should be done. Little Brother thinks that Father should decide the dinner hour and that everyone will then follow the rule. Sister feels that Mother should set the time, since she knows when the food can be ready. The family decides that Father and Mother should decide together, and that everyone will follow the rule.

SCENE III. In the dining room, the clock shows six. One child sets the table. Mother puts dinner on the table as the family gathers. Big Sister clears the table after dinner. Two children wash and dry the dishes. Everyone is now much happier.

After the play the class may discover that although differences should be respected in the family, sometimes members of the family have to compromise in order to live together peaceably. When rules are not obeyed, things go wrong. The

dinner rules helped also to save food, water, gas, energy, and time, and the family mood was much better.

The children are asked to tell about some rules observed in their own families: Everyone should not talk at the same time; everyone has to respect what belongs to another; children must go to bed at a definite hour; children must not play with dangerous articles; and so on. The children tell how rules are made in their family (whether by father, mother, or the family together) and what happens when the rules are broken (punishment, loss of trust, bad feelings). Fathers or mothers usually have the most to say about making the rules in families because they have more experience than children. Parents are more likely to make rules that are good for all the family and do not benefit some members at the expense of others.

f) *Respecting Others.* The class discusses how much happier a home is when everyone in the family treats others with respect. The children take up the following questions: How would you show respect to your father if he came home from work and did not feel well? How do you show respect to your teacher? If you saw an old man who needed help crossing the street, what would you think about someone who laughed at him? How do you show respect to blind people?

As a result of this discussion, the children should be led to the conclusion that only by respecting others do we gain respect for ourselves.

g) *Learning to Be Honest.* The children dramatize a situation that involves honesty. One child finds a wallet with money in it. He asks the class what to do with it. One child tells him to keep it. Another advises him to take it to the police. A third suggests that he give the money to a poor person who needs it. The pupils can then discuss what kind of world this would be if everyone were dishonest. There would be no predictability; we could never know what a person would do in any given situation. Moreover, when one is dishonest, he loses respect for himself and becomes unhappy.

9. To reinforce the idea that families change, the teacher can have the children turn to pages 174–75 of the text, which contains pairs of

pictures showing families that have changed. After the children discover the relation between the pairs of pictures, they can talk about the changes that have occurred in the families pictured (the first family has grown older and larger; the second family has moved from the farm to the city and the father has become a factory worker; the child in the third family has received more education than his parents and will therefore have a chance for a better job than his parents; the fourth family has grown older and larger, moved from the city to the suburbs, increased its income, and acquired different tastes). The teacher should help the children to understand that education and training lie behind some of the changes pictured (the field hand must have undergone clerical training; the young man in the city probably studied to get the better job that increased his income so that he could move to the suburbs).

To help the children discover that their own families change too, the teacher might encourage them to bring old family photograph albums to school, especially those containing their own baby pictures. The pupils can then discuss how their own appearances and needs have changed with time, as well as the changes in fashions and the ways of life of the older people.

10. The teacher can read to the class the story "The Little House." The changes that are constantly taking place in our surroundings can be brought out in discussing the story. Pupils in an urban community might speculate on how this particular tale may well have taken place in some part of their city.
11. To reinforce the idea that technology changes a family's wants, the class might prepare an exhibition of toy automobiles. Pupils should be led to the conclusion that as better automobiles are invented, people want to buy them. Similarly, families prefer vacuum cleaners to brooms, refrigerators to iceboxes, washing machines to washboards.
12. To demonstrate that families' wants change with changing incomes, the children can discuss how the family that lived in the little house was able to move because the father got a pay raise. They can make up stories about how an increase in pay increases a family's range of choices.
13. To reinforce the idea that improved transportation and communication methods have made it easy for people to move from place to place, the teacher can ask the class to find out where their grandparents, aunts, and uncles live. After the children report their findings, the teacher can lead them to discover that automobiles,

trains, and airplanes now help families to move easily to almost any place they want to live. Long ago, before trains and automobiles were invented and before good roads were built, members of distant families usually lived near one another. Today, families usually scatter.

14. The following activities can be completed in the Activity Book.
 - a) 1A: "My House." Discussion brings out the fact that people make their homes in many different kinds of houses.
 - b) 1B: "My House Keeps Me Safe." The activity points up that a house meets a variety of needs: it provides protection from the weather and hostile persons and is a place where other essentials are supplied.
 - c) 1C: "The Things That We Want Change All the Time." Children are led to discover that age and maturity influence their wants.

Stories, Poems, Songs

Finis

by Sir Henry Newbolt

"Finis," from *Poems New and Old*, by Sir Henry Newbolt. Copyright 1921, E. P. Dutton & Co., Inc., and Captain Francis Newbolt, C.M.G.

Night is come,	Children snore
Owls are out,	Safe in bed,
Beetles hum	Nothing more
Round about.	Need be said.

Evening Hymn

by Elizabeth Madox Roberts

From *Song in the Meadow*, by Elizabeth Madox Roberts.
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The day is done;
The lamps are lit;
Woods-ward the birds are flown.
Shadows draw close,
Peace be unto this house.

The cloth is fair;
The food is set.
God's night draw near.
Quiet and love and peace
Be to this, our rest, our place.

The White Window

by James Stephens

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The Moon comes every night to peep
Through the window where I lie,
And I pretend to be asleep;
But I watch the Moon as it goes by
And it never makes a sound.

It stands and stares, and then it goes
To the house that's next to me,
Stealing on its tippy-toes,
To peep at folk asleep maybe;
And it never makes a sound.

The cock doth crow
To let you know
If you be wise
'Tis time to rise.
(MOTHER GOOSE)

Cocks crow in the morn
To tell us to rise
And he who lies late
Will never be wise;

For early to bed
And early to rise
Is the way to be healthy
And wealthy and wise.
(MOTHER GOOSE)

The New Baby

by Ruth and Harold Shane

Reprinted from the Little Golden Book *The New Baby*, by Ruth and Harold Shane. Copyright 1948 by Golden Press, Inc.

Mike lived in a white house. There was a green lawn around the house, and lots of pretty flowers.

Mike was sweeping the garage. Daddy was mowing the lawn. Mummy was in the house cooking supper.

A big red truck stopped in front of the house. The deliveryman took a large box from the truck. He was bringing it to Mike's house.

What could it be? It wasn't Christmas, so it couldn't be a Christmas present. It wasn't a lawn mower. Daddy had a lawn mower. It wasn't a new tricycle. Mike had a new red tricycle.

"Hello," Mike said to the deliveryman.

"Hello, there," said the deliveryman.

"Is that for us?" asked Mike.

"Yes," replied the deliveryman. He rang the doorbell.

"What's in the box?" Mike asked.

"It's a Bathinette."

Mike wondered what a Bathinette could be. Mummy came to the door. "Please bring the box right in," she said to the man.

The deliveryman put the box by the window. Then he went back to the truck and drove away.

Mike looked at the big box. "What's a Bathinette, Mummy?" he asked.

Daddy came in before Mummy had time to answer.

"Aha!" he said. "Here's our new Bathinette."

"What is a Bathinette?" asked Mike again.

"A Bathinette is a baby's bathtub," Daddy told Mike. "It's for the new baby."

For a minute Mike did not say anything.

"Whose baby?" he asked at last.

"Our baby," Daddy said. "After a while we're going to have a new little one."

Mike couldn't believe it!

"A baby!" he said excitedly. "What will it be like?"

"Will it be a little girl?"

"Will it be a boy?"

"When is it coming here?"

"Will it have red hair like Susie next door?"

"Hold on a minute!" laughed Daddy. "We don't know what it will look like or whether it will be a little boy or a little girl. We can only guess. It's a surprise!"

"When will the baby be here?" Mike asked.

Daddy told Mike that the baby would come quite soon.

Then Mummy said, "Time for supper!" before Mike could ask even one more question.

Mike ate a big supper and he had a cooky for dessert. And all the time he wondered what the baby would be like and thought of the fun he could have with a baby brother or sister.

A few days later Mike had another surprise. Aunt Pat was coming. Daddy, Mummy, and Mike went to the station to meet her.

"Aunt Pat is going to help you and Mummy feed and bathe the baby," said Daddy as they watched the train pull into the station.

"There's Aunt Pat," Mike cried.

The first thing Aunt Pat said was, "How big you are, Mike!"

The first thing Mike said was, "We're going to have a baby!"

"Is that so?" said Aunt Pat. She seemed very surprised.

"Yes! And you and I are going to help feed it!"

"Well, well!" said Aunt Pat.

She still looked very surprised.

At supper Mike asked, "Who will bring the baby?"

Daddy said, "No one will bring it. Mummy will go to the hospital for the baby."

"Yes," Mummy explained. "In a little while the doctor will help me have the baby at the hospital."

"Aunt Pat, Mummy's going to have the baby at the hospital," Mike repeated.

That night Mike woke up. The light was burning. It was still dark outside. Aunt Pat was in the hall. She wore her bathrobe. Mummy and Daddy were up too.

"Where are you going?" Mike asked.

Mummy kissed Mike and smiled. "I'm going to the hospital for our baby," she said. "I'll bring it home soon."

In the morning Mike helped Aunt Pat. He laced his shoes. He brought out the cornflakes. He carried chairs to the table. He brought in the milk. And he ate every bit of his breakfast.

The telephone rang. Mike got there first. It was Daddy.

Daddy said, "Mike, you have a fine baby sister!"

"Ohhh!" said Mike, handing the telephone to Aunt Pat. "Maybe I could run and tell Mrs. Blair."

"Of course you may," Aunt Pat told him.

So Mike ran next door as fast as he could.

Before long Daddy came home in the car. He boosted Mike in the air and then ran into the house to see Aunt Pat.

Just then a big red truck stopped in front of the house. The deliveryman

took a big box from the truck. He was bringing it to Mike's house. What could it be?

It wasn't Christmas yet, so it couldn't be a Christmas present. It couldn't be a lawn mower. Daddy still had a lawn mower. And it couldn't be a tricycle. Mike still had his red tricycle. Could it be another Bathinette?

Mike ran up the steps. He didn't even wait to say hello to the deliveryman. He went looking for Daddy and Aunt Pat. He was quite excited.

"Aunt Pat," Mike said, "are we going to have *another* baby?"

"What!" said Daddy.

"I hardly think so," said Aunt Pat. "At least not for a while. Why do you ask?"

"Well," said Mike, "the deliveryman is here with another box. He brought one just before the baby came!"

Daddy laughed and said, "This is a surprise for *you*, Mike. Let's go and get the package."

The deliveryman was at the door.

"Hello," Mike said.

"Hello, there," said the deliveryman.

"That's for *me*," Mike told him and pointed to the big package. Daddy and the deliveryman carried the box up the stairs.

"What can it be?" Mike wondered. "It's too big to be toys."

"Come on!" said Daddy. "Give me a hand and soon you'll see what it is."

Mike ran upstairs. He and Daddy opened the box and there—was a new bed!

"For me!" cried Mike.

Mike and Daddy put it together. Mike was very happy, and said, "Now the baby can have my little bed!"

He wanted very much to see the baby.

It seemed a long time that he had to wait. Aunt Pat and Daddy went to see Mummy and the baby every day.

Mike spent the days finding some of his toys for the baby to play with when she came home. What would she be like?

What will we call her? he wondered.

Daddy and Mike decided to call the baby Pat after Aunt Pat.

All the time Mike wondered, Where will she want to play? What will the baby look like? When will Mummy and the baby come home?

Then one day Daddy was bringing Mummy and Pat home from the hospital in the car. Mike sat on the steps and waited for them. A green car came along. It was not the car that Mike was looking for. A yellow car came along. It was not the right car either.

Then a blue car turned the corner. That was their car.

Mike ran down the sidewalk to the car. Daddy got out first. He gave

like an extra high boost in the air. Mummy kissed Mike and told him how glad she was to be home.

Mrs. Blair came over from the house next door. Mrs. Mooney and Mrs. Hansen walked over from their houses across the street. Everyone wanted to see little Pat.

But Mike wanted to see her most of all. He looked. She had tiny hands, and she had blue eyes. She had soft yellow hair, just as he had thought she might.

When Aunt Pat, Daddy, little Pat, and Mummy were inside, Mike said, "May I hold our baby?"

"Of course you may," Mummy said.

So Mike sat on the couch. Then they put a big pillow on his lap and put the baby on the pillow. How proud Mike was! It's wonderful to have a baby, Mike decided.

Houses

by *Elsa Jane Werner*

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Houses, houses, houses!

Everyone lives in some kind of a house.

Don't you?

Maybe it is a small house on a quiet street.

Maybe it is a big apartment house

where a lot of families live.

Maybe it is a middle-sized house

in a nice middle-sized town.

Maybe it is a trailer in a trailer park.

But everyone lives in some kind of a house.

Because everyone needs a home.

Why do people need houses?" you ask.

Well, a house keeps you dry when it rains.

In some places it rains almost every day.

There the houses may stand on stilts.

Or they may be built in trees.

Tree houses have steep roofs

so the rain slides down,

and the home inside stays dry.

A house keeps you warm in the cold.

Some places there is snow much of the year.

Even the houses may be built of cakes of snow.

These houses are called igloos.

In other lands,

houses may be built of mud.

A house shelters you from the wind.

It may be a warm round house of felt,

with no corners for the wind to whistle past.

It may be a chalet with stones on the roof,

to keep it from blowing away.

A house shelters you from the sun.

It may be a tent to keep you in the shade,

or a house with thick, cool walls.

It may be a woven hut of brush—or of grass.

But if you live there, it is home.

Yes, wherever you live you need a house.

But what will you build it of?

If you live in a land with lots of trees,

you may build your house of wood.

It may be a cabin of round brown logs,

or a white-painted colonial house.

It may be half-timbered,

with a steep, gabled roof,

or even a wooden gypsy cart.

If you live in a land with no tall trees,

you may build your house of clay.

You may use bricks shaped smooth

and burned hard.

You may have a house of bricks.

You may use thick adobe blocks

of clay and straw dried in the sun.

And you'll wash the adobe walls with color.

You will have a nice adobe house.

You may build your house

of the stone around you.

Some people's houses are partly caves.
Some live up on the tops of cliffs,
where no one can take them
by surprise.

Some houses of stone are castles—very old,
with towers from which to watch
the countryside.
You may build your house of solid stone.

You may build it lightly of delicate woods,
with some walls of paper
the light comes through.
If the earth should tremble
and the house fall down,
you could quickly build it up again.

You may have walls all of glass brick,
for the light comes through those, too.
Or you may have windows
from ceiling to floor,
so the sun can help warm your house.
Your house may be a boat on a river or a sea.

It may turn its windows and
front porch to the street.
Or it may have a plain wall
on the street,
with all the friendliness inside.

You may have steel girders
inside your walls,
so you can build a house
that is very tall.
You may squeeze your house in
between two others just as tall.

Or you may set it down
in the middle of a lawn,
with space for children to play.

Yes, everybody needs a house
and home.
Which kind will you choose?

The New House in the Forest

by Lucy Sprague Mitchell

Reprinted from the Little Golden Book *The New House in the Forest*, by Lucy Sprague Mitchell. Copyright 1946 by Golden Press, Inc.

The Jenks family wanted to build a new house. The question was
Where should they build it?

Mr. Jenks, the father of the family, wanted the house to be near the
town where he worked. Mrs. Jenks, the mother of the family, wanted the
house to be where it could have running water and electricity.

Timmy and Judy Jenks—they were the children of the family—wanted
the house to be where many animals lived.

"I know just the spot," said Mr. Jenks. "Let's jump into our little
auto and drive out to see what you think of it."

So Mr. and Mrs. Jenks and Timmy and Judy jumped into their little
old auto. Off they drove to a big forest with a river winding through it.

"This is near the town where I work," said Mr. Jenks.

"Our house could have running water and electricity here," said Mr.
Jenks.

"I bet bears and squirrels and owls and all sorts of animals live in the
forest," said Timmy and Judy.

The Jenks family liked the forest with the river.

They all said, "We'll make a new home here."

The animals in the forest heard them.

"Chee, chee, chee!" chattered a mother squirrel high in a tree. "The
might like to live in a hole in a tree, like me. There's an empty hole near
mine."

"Grrrr!" growled a big brown bear. "The Jenks family might like to
live in a cave like me. There's an empty cave near mine!"

"To-whoo! To-whoo!" called a big gray owl. "All this noise has wakened
me up. The Jenks family can have a hole in my tree if they sleep all day.
Goodbye! I'm going to sleep again!"

In the river swam the silvery fish. They opened their round fish
mouths and bubbles bubbled out. They said, "We like our water home in
the forest. The Jenks family might move in here with us."

Timmy and Judy laughed, for they understood what the fish and the
animals were saying. "You just wait and see the house we are going to
build!" they called back.

"We will have to have many workers to help us build our new house,"
said Mr. Jenks. So the next day Mr. Jenks went off to the town and found
three men to help him chop down the trees. "We must make an open place
for the new house," said Mr. Jenks.

Soon all the animals in the forest heard the men chop, chop, chopping

"Chee, chee, chee!" scolded the mother squirrel. "Don't chop down my ee. Can't you see I have a family in the tree?"

"To-who, to-who!" said the owl. "You woke me up again. Don't chop down my tree."

"Grrrrr!" growled the brown bear. "Don't chop down the tree where the wild bees keep their honey. I like to eat honey."

Timmy and Judy understood what the animals said. So they asked their father and the men not to chop down the squirrel's tree or the owl's tree or the bear's honey tree.

The men chopped down many trees, but they left those trees for the animals. They chopped off the branches of the fallen trees. Now the fallen trees were logs.

Then Mr. Jenks and the three men brought some strong horses. The strong horses dragged the logs to the river. The men threw the logs into the river with a big splash.

"Don't fill up our river with logs," bubbled the silvery fish. "The river is our home!"

"The logs won't spoil your river, little fish," said Timmy.

"Your river will carry the logs down to the sawmill to be made into lumber for our new house. You can go on living in the river, little fish," said Judy.

The sawmill sawed the logs into lumber. It sawed big strong pieces, flat boards, and shingles. The lumber had to stand in piles for a while to be seasoned.

Then a big truck brought the lumber back to the clearing in the forest. The men piled up the big strong pieces, the flat boards, and the shingles for the new house.

"Before we build the house, we must dig a cellar," said Mr. Jenks. So the men helped Mr. Jenks dig a big hole just the size the new house was to be. They rolled big stones from the forest into the hole. Then they built the cellar walls out of the stones.

The big brown bear looked down into the cellar. "Grrrrr!" growled the bear. "Is the Jenks family going to live in a hole?"

Timmy and Judy laughed, for they knew what the cellar was for and the bear didn't.

Next Mr. Jenks got two carpenters to help him build the new house. All the animals heard the bang, bang, banging as the carpenters pounded nails into the lumber. The carpenters nailed the strong pieces of lumber together and made a frame for the house.

Then the carpenters nailed flat boards to the frame to make the floors and walls. They sawed up some boards and built the stairs to the attic. Then they nailed more boards to the frame for the roof. And over the roof they nailed the shingles.

"Chee, chee, chee," said the mother squirrel to her babies. "Come and see what a queer thing these men are building out of the trees."

Timmy and Judy laughed, because the squirrels had never seen a house before and didn't know what it was.

Of course the Jenks family wanted to have a fireplace for popping corn at Halloween and for hanging their stockings at Christmas. And they needed a chimney for the smoke from the fireplace. So they got the chimney mason to come to build it.

First he had to make the footing for the chimney to rest on. Next he made a brick hearth. Then he was ready for the firebrick to line the fireplace. That was the hard part—to make it so that it would not smoke. Last of all he used hollow tiles for the inside of the chimney and put stone on the outside from the ground to the top of the roof.

Then Mr. Jenks got two plumbers to help him bring the water from the river to the new house. The plumbers dug a ditch from the house to a place where the river was higher than the house. In the ditch they laid pipes. They ran the pipes into the cellar. They cut holes in the ceiling of the cellar and ran the pipes up the walls inside the house. They ran some pipes to the kitchen and other pipes to the bathroom.

The silvery fish saw the plumbers put the end of the pipe into their river. When the plumbers turned on the water in the kitchen, the fish heard the water in the river gurgle as it ran into the pipe.

"Don't take the water from our river!" said the fish, sending up many bubbles.

"Little fish," said Judy, "we need water in our new house to wash in and to cook with. But there will be plenty of water left in the river for you."

Then Mr. Jenks got the furnacemen. The furnacemen put a big furnace in the cellar. They ran big pipes from the furnace along the ceiling of the cellar. They cut holes in the ceiling right up into the rooms above. They fitted registers into the holes in the floors of the rooms above. Then they built a fire in the furnace. The heat went through the big pipes to the rooms above.

Mr. Jenks had the electricians come. The electricians strung a long wire from the electricity poles on the road to the house. They ran the wire into the cellar of the house. Then they ran wires up the walls to every room in the house. At the ends of the wires they screwed electric bulbs so every room could be light at night.

Then Mr. Jenks got the plasterers to come and put plaster on the walls inside the house. They painted the attic room a jolly green.

"Chee, chee, chee," said the mother squirrel, sitting on the windowsill looking in. "This room looks just like the trees. I like it."

"We like it too," said Timmy and Judy. "It is our room." Now the new

house in the forest was ready for the Jenks family. So the next day they moved.

The moving van brought furniture, china, pots and pans, and a big box full of Timmy's and Judy's toys. Timmy and Judy helped put things in place.

Now the Jenks family was really at home in their new house in the forest.

Every afternoon after that, as soon as he was through working in town, Mr. Jenks jumped into his little auto and drove out to the new house.

If it was dark when he came home, the lights were on inside and the house was bright.

"Hello, new house!" said Mr. Jenks. "I like to see you all light and bright."

"Grrrr!" growled the bear, peering out of his dark cave in the forest. "The Jenks family is queer to like light in their rooms."

Every day after that Mrs. Jenks cooked dinner in the new kitchen. She turned on the faucet and water from the river ran out. She turned on the stove and the electric wires in the stove got hot.

"I'm happy as a cricket in our new house in the forest with running water and electricity," said Mrs. Jenks.

"Chreep!" chirped a happy cricket from a warm corner of the kitchen. "I like it here too."

Every evening after that Timmy and Judy had supper in the kitchen.

"I'm glad our new house is in a forest where bees live," said Timmy, as he spread wild honey on his bread and handed the jar of honey to Judy.

"Buzz-zz-zz," said a little honeybee. "These children seem to like my honey. Tomorrow I'll have to buzz off and find some flowers and make some more."

Every night after that Judy and Timmy went to bed in their attic room. In the dark of the night the big white owl flew like a white shadow through the forest. He could see in the dark. He looked in the window and saw Judy and Timmy in their beds.

"To-whoo!" he called. "These are queer children to sleep at night. That's when I'm awake."

But Timmy and Judy did not hear the owl. They were sound asleep in their new house in the forest.

The Little House
by Virginia Lee Burton

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One upon a time there was a Little House way out in the country. She was a pretty Little House and she was strong and well built. The man

who built her so well said, "This Little House shall never be sold for gold or silver, and she will live to see our great-great-grandchildren's great-great-grandchildren living in her."

The Little House was very happy as she sat on the hill and watched the countryside around her. She watched the sun rise in the morning and she watched the sun set in the evening. Day followed day, each one a little different from the one before . . . but the Little House stayed just the same.

In the nights she watched the moon grow from a thin new moon to a full moon, then back again to a thin old moon; and when there was no moon she watched the stars. Way off in the distance she could see the lights of the city. The Little House was curious about the city and wondered what it would be like to live there.

Time passed quickly for the Little House as she watched the countryside slowly change with the seasons. In the spring, when the days grew longer and the sun warmer, she waited for the first robin to return from the south. She watched the grass turn green. She watched the buds on the trees swell and the apple trees burst into blossom. She watched the children playing in the brook. In the long summer days she sat in the sun and watched the trees cover themselves with leaves and the white daisies cover the hill. She watched the gardens grow, and she watched the apples turn red and ripen. She watched the children swimming in the pool.

In the fall, when the days grew shorter and the nights colder, she watched the first frost turn the leaves to bright yellow and orange and red. She watched the harvest gathered and the apples picked. She watched the children going back to school.

In the winter, when the nights were long and the days short and the countryside covered with snow, she watched the children coasting and skating. Year followed year. . . . The apple trees grew old and new ones were planted. The children grew up and went away to the city . . . and now at night the lights of the city seemed brighter and closer.

One day the Little House was surprised to see a horseless carriage coming down the winding country road. . . . Pretty soon there were more of them on the road and fewer carriages pulled by horses. Pretty soon along came some surveyors and surveyed a line in front of the Little House. Pretty soon along came a steam shovel and dug a road through the hill covered with daisies. . . . Then some trucks came and dumped big stones on the road, then some trucks with little stones, then some trucks with tar and sand, and finally a steam roller came and rolled it all smooth and the road was done.

Now the Little House watched the trucks and automobiles going back and forth to the city. Gasoline stations . . . roadside stands . . . and

small houses followed the new road. Everyone and everything moved much faster now than before.

More roads were made, and the countryside was divided into lots. More houses and bigger houses . . . apartment houses and tenement houses . . . schools . . . stores . . . and garages spread over the land and crowded around the Little House. No one wanted to live in her and take care of her anymore. She couldn't be sold for gold or silver, so she just stayed there and watched.

Now it was not so quiet and peaceful at night. Now the lights of the city were bright and very close, and the street lights shone all night. "This must be living in the city," thought the Little House, and didn't know whether she liked it or not. She missed the field of daisies and the apple trees dancing in the moonlight.

Pretty soon there were trolley cars going back and forth in front of the Little House. They went back and forth all day and part of the night. Everyone seemed to be very busy and everyone seemed to be in a hurry.

Pretty soon there was an elevated train going back and forth above the Little House. The air was filled with dust and smoke, and the noise was so loud that it shook the Little House. Now she couldn't tell when spring came, or summer or fall, or winter. It all seemed about the same.

Pretty soon there was a subway underneath the Little House. She couldn't see it, but she could feel and hear it. People were moving faster and faster. No one noticed the Little House anymore. They hurried by without a glance.

Pretty soon they tore down the apartment houses and tenement houses around the Little House and started digging big cellars . . . one on each side. The steam shovels dug down three stories on one side and four stories on the other side. Pretty soon they started building up. . . . They built up twenty-five stories on one side and thirty-five stories on the other.

Now the Little House only saw the sun at noon, and didn't see the moon or stars at night at all, because the lights of the city were too bright. She didn't like living in the city. At night she used to dream of the country and the field of daisies and the apple trees dancing in the moonlight.

The Little House was very sad and lonely. Her paint was cracked and dirty . . . her windows were broken and her shutters hung crookedly. She looked shabby . . . though she was just as good a house as ever underneath.

Then one fine morning in spring along came the great-great-granddaughter of the man who built the Little House so well. She saw the shabby Little House, but she didn't hurry by. There was something about the Little House that made her stop and look again. She said to her

husband, "That Little House looks just like the Little House my grandmother lived in when she was a little girl, only *that* Little House was way out in the country on a hill covered with daisies and apple trees growing around."

They found out it was the very same house, so they went to the movers to see if the Little House could be moved. The movers looked the Little House all over and said, "Sure, this house is as good as ever. She's built so well we could move her anywhere." So they jacked up the Little House and put her on wheels. Traffic was held up for hours as they slowly moved her out of the city.

At first the Little House was frightened, but after she got used to it she rather liked it. They rolled along the big road, and they rolled along the little roads, until they were way out in the country. When the Little House saw the green grass and heard the birds singing, she didn't feel sad anymore. They went along and along, but they couldn't seem to find just the right place. They tried the Little House here, and they tried her there. Finally they saw a little hill in the middle of a field . . . and apple trees growing around. "There!" said the great-great-granddaughter. "That's just the place." "Yes, it is," said the Little House to herself. A cellar was dug on top of the hill and slowly they moved the house from the road to the hill.

The windows and shutters were fixed and once again they painted her a lovely shade of pink. As the Little House settled down on her new foundation, she smiled happily. Once again she could watch the sun and moon and stars. Once again she could watch spring and summer and fall and winter come and go.

Once again she was lived in and taken care of.

Never again would she be curious about the city . . . never again would she want to live there . . . the stars twinkled above her . . . a new moon was coming up . . . it was spring . . . and all was quiet and peaceful in the country.

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Lesson 2

Families Are Alike

Purpose of the Lesson

1. To help pupils discover that every family—in fact, everyone alive—consumes or uses food, clothing, and shelter; and that therefore they are all consumers.
2. To help pupils discover that some things are used up or consumed at once, whereas other things may be used or consumed again and again.
3. To help pupils discover that before anything can be consumed, it must first be produced.
4. To show that people who make useful things or who do useful work are producers.

Reinforcing the Recorded Lesson

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. What are the things that your family—and all other families—cannot get along without? From the random answers the teacher should be able to help children discover the three essentials that every family in the world needs: food, clothing, and shelter.
2. What are some of the kinds of things that your family consumes? What do we call people who use or use up things? Are all members of the family consumers?
3. What must first be done to the things we consume? (They have first to be produced.) What do we call people who produce useful things or who do useful work? Are all members of the family producers?
4. Which things does your family use up at once and which things does it use again and again? The precise understanding of “at once” will, of course, vary with the degree to which the children grasp concepts of time.

Activities

1. After a brief discussion of the idea that people who use or consume things are consumers, the children might draw examples of consumers they know. The teacher should ascertain that the children do indeed draw people who are consuming. The best of these drawings can be displayed on one side of the room under the heading “Consumers.”
2. After a brief discussion of the idea that people who make useful things or who do useful work are producers, the children might draw examples of producers they know. Again the teacher should make sure that the children know what a producer is. Some of these drawings can be displayed on the other side of the room under the heading “Producers.”
3. In order to help the children differentiate between producers and consumers, the following game can be played: The teacher describes someone who is either a producer or a consumer. Pupils clap if the person is a producer or rap on their desks if he is a consumer. They then explain their choice. Example: TEACHER: I’m thinking of a person who is dusting the furniture. Is he a producer or a consumer? CHILDREN: He is a producer, because he is doing useful work. TEACHER: I’m thinking of a person who is eating a hamburger. Is he a producer or a consumer? CHILDREN: He is a consumer, because he is eating or using up the hamburger.
4. The children can play a game of charades, guessing whether the actions of one group describe producers or consumers. The game may reveal to the class that one cannot produce without consuming. If one writes or produces a letter, one consumes material. If, however, this discovery is not made at this time, the teacher need not bring the fact to the children’s attention here. It will be dealt with later.
5. The class can organize three committees: a food committee, a clothing committee, and a housing committee. Each committee reports to

the class on the great variety of food, clothing, and houses people throughout the world consume. Reports should be "documented" with photographs (which the teacher may have assembled previously), stories from parents or friends, articles (such as costume dolls), and the like.

6. The teacher or the pupils can clip pictures from magazines in which people are shown producing or consuming. The pupils can then identify the producers and consumers and the items being produced or consumed.
7. The class can examine page 176 in the text and identify those members of the family who are producing or consuming. They can also identify what it is that each person is producing or consuming.
8. The children can play a game using the tune "Here We Go Round the Mulberry Bush": The teacher or the children improvise verses — this is the way we sweep the street, this is the way we rock the baby, this is the way we bake the cake. At the end of each verse, the rest of the class guesses whether they have sung and acted out a producer's or a consumer's activity.
9. The class can play a game in which the teacher mentions certain kinds of producers and the children describe the kind of useful work that each does. For example, the teacher says, "I'm thinking about a baker." Pupils respond with "The baker produces bread, rolls, cakes, cookies." Activities such as those of the barber, milkman, carpenter, farmer, and garbage man can be used.
10. The teacher can discuss with the class some of the activities of producers (doing useful work) in and around the home that result in the production of goods and services. He can list on the blackboard some examples, such as drying dishes, carrying out the garbage, running errands. The class can then organize a Producers' Club. A chart can be made with each child's name on it. The chart should have seven columns, one for each day of the week. Each child who has done useful work at home puts a check mark on the chart for each day that he has produced something. At the end of the week the class evaluates the record and decides who are the qualified members of the club. The club could last as long as interest is sustained. If the class desires, the club could produce a club insignia.
11. To reinforce the idea that before we consume something, someone has to produce it, the class can discuss important jobs that family members do at home. They can then describe the productive activities that must be completed before others can consume. For example,

we cannot eat before Mother cooks; we cannot wear clean clothes until Mother washes them; we cannot live in our house until Mother and Father have the furniture moved in. The pupils draw pictures to illustrate such activities.

12. The teacher can bring a glass of water to class and drink it before the class. From such a demonstration, the children may discover that some items (like the glass) can be used again and again whereas others (like the water) are consumed only once. The teacher can extend this activity by naming other items, such as a suit of clothing, a piece of bread, toothpaste, an automobile, paint and paintbrushes, a pair of shoes, and have the pupils respond by telling whether the article can be used only once or again and again. The teacher should be sure that bread and toothpaste are seen as goods that can be consumed only once. If bread and toothpaste seem to last a long time, it is only because of the quantity; each portion of bread or toothpaste consumed is used up only once. Pupils can also compare two items to determine which has the longer life: an automobile or a pair of shoes, a dress suit or a suit of work clothes, a pencil or a pen.
13. To reinforce the idea that some things are consumed quickly and others slowly, the teacher can draw a yardstick on the chalkboard. One end would represent items that are consumed quickly; the other, items that are consumed slowly. The pupils can suggest items and their relative position on the scale: an ice-cream cone (once), a paper bag or a kite (several times), a suit of clothing (quite a few times), an automobile (many times).
14. Discussion should make it clear that the better care we take of things that can be used again and again, the longer they will last. The children can tell stories or draw pictures about such subjects as "How We Can Make Our Clothes Last Longer," "How We Can Make Our Furniture Last Longer," "How We Can Make Our Houses Last Longer."
15. The teacher can read to the class the story of Anatole, an excellent illustration of the difference between consumer and producer. Anatole uses his exceptional knowledge of and passion for cheese to do a useful job. He selected his occupation well. He got great job satisfaction; he was doing useful work; and because he was doing useful work, he became a producer. For his useful work, he was permitted to consume all the cheese he wanted. Many people in real life get great satisfaction from their jobs as producers: writers, poets, musicians, artists, craft workers.

5. The following activities can be completed in the Activity Book.

- a) 2A: "What Families Cannot Live Without." Children should learn that three essentials exist: food, clothing, and shelter. Other items, although felt as strong needs, are not essential.
- b) 2B: "People Who Use or Use Up Things Are Consumers." Pupils should be able to clearly identify activities of consumers.
- c) 2C: "People Who Do Useful Work Are Producers." Pupils should be able to clearly identify activities of producers.

Stories, Poems, Songs

ANATOLE: The Business Mouse

by Eve Titus

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In all France there was no happier, more contented mouse than Anatole. He lived in a small mouse village near Paris with his dear wife Doucette and their six charming children—Paul and Paulette; Claude and Claudette; Georges and Georgette.

Every evening as the sky darkened, the husbands and fathers bicycled long the boulevard toward Paris, to find food for their families.

Once arrived, they entered people's houses through secret passageways known only to themselves. Anatole's partner was usually Gaston.

One night while they were looking for leftovers in someone's kitchen, Anatole heard voices from the next room, talking about mice. Curious, he crept under the sofa and listened.

"Oh, those terrible mice!" complained a woman. "They sneak into my kitchen, they rummage around in my garbage pail, or pull themselves up to the table and take what is there. Sometimes they even nibble at untasted food! This I must throw away—heaven knows how dirty their jaws are!"

"They are a disgrace to all France," said a man angrily. "To be a mouse is to be a villain! To be a mouse is to consume and never produce! To be a mouse is to be a burden on the economy of France!"

Deeply shocked, Anatole ran back to the kitchen. "Gaston, we must leave at once!"

On the way home, Anatole, greatly upset, told his friend what had happened.

"Bah! A mere trifle," scoffed Gaston. "People are people and mice are mice. Our loved ones must eat, and our only hunting grounds are people's homes."

"But I never dreamed they regarded us this way," cried the unhappy Anatole. "It is horrible to feel scorned and unwanted! Where is my self-respect? my pride? my honor?"

Gaston shrugged his shoulders indifferently. "Resign yourself, Anatole. *C'est la vie!*"

Doucette comforted him. "You are so right, Anatole," she said sadly. "If only we could give people something in return—but alas, that is impossible!"

Anatole jumped up and danced Doucette around the room. "Impossible? Perhaps not, *ma petite!* You have given me a wonderful idea."

He sat down at the typewriter and typed thirty or forty signs that said: Extra-'specially Good; 'Specially Good; Good; Not So Good; No Good. Then he stuck a long pin through each sign and put them all away carefully in his briefcase.

Riding to Paris that evening, Anatole said, "Gaston, will you feel insulted if I go off alone after this? I have an idea that I must work on in secret."

Gaston answered, "I am your friend, *n'est-ce-pas?* A friend is never insulted—a friend has faith. Good luck!"

When they reached Paris, Anatole left the others and headed toward the business part of town. He parked his bicycle in front of the Duval Cheese Factory.

He squeezed his small mouse's body easily under the door, not forgetting his briefcase. How heavenly it smelled inside! His sensitive nose sniffed many delicious cheeses—Camembert, Port Salut, Bleu, St. Marcelin, Roquefort, Brie.

Well, thought Anatole, I mustn't stand here sniffing all night. There is work to be done!

He hurried down one dark passageway after another, until he found what he was looking for—the cheese-tasting room!

It was dimly lit, filled with long wooden tables. On them stood great mounds of cheese, of all shapes and sizes.

Without further delay, Anatole climbed up on the nearest table. First he tasted a bit of Camembert. "Mmm! Couldn't be better!" He opened his briefcase and took out an Extra-'specially Good sign, and pinned it on the cheese.

The next one tasted much too sharp. He used a Not So Good sign, and wrote something on it in pencil.

Up and down the long rows of cheeses went Anatole, for hours and hours, sniffing and tasting and pinning on signs.

At last his work was finished. "*Voilà!* Now the Duval factory will learn a thing or two. Mice are known everywhere as the world's best judges of cheese! And as for myself, I shall bring some home proudly, for

I have honorably earned it!"

Next morning at the factory there was great excitement. Everyone wondered who had written the strange little signs. In marched M'sieu Duval himself. "We'll soon see just how much this Anatole knows about cheese!" He tasted some Roquefort. "*Touché!* Anatole is right—this does need more orange peel! Now listen, all of you—business has been none too good lately. We'll try making cheese Anatole's way, and see what happens."

Every night Anatole left more of his little signs. And every day the cheese workers made more changes. Soon business began to BOOM! The people of France demanded Duval cheese or no cheese at all! Orders poured in so fast that M'sieu Duval enlarged his factory and gave everybody a raise in salary.

But he couldn't discover who was leaving the signs.

"Why doesn't Anatole appear?" M'sieu Duval asked his secretary. "He deserves to be rewarded—we owe all our good fortune to him!"

He wrote a little note, begging to meet Anatole. But Anatole wrote back that he preferred to remain unknown.

M'sieu Duval even had every employee named Anatole come to his office for questioning. But each one denied that he had left the signs. It was no use—the secret remained a secret!

Then one afternoon M'sieu Duval rang for his secretary and dictated a very long letter.

That night Anatole found the letter:

DUVAL *Le Meilleur Fromage du Monde*

MY DEAR ANATOLE,

This letter comes to thank you for all you have done. Our success is due entirely to your wonderful work!

I am most anxious to meet you in person, but since you prefer to remain unknown, I shall respect your secret.

Whoever you are, it is clear that you love cheese greatly. Please help yourself to all the cheese you like, as often as you like. Every night there will be some good French bread left here for you, and chocolate éclairs, and other dainties. How I wish I could reward you more richly!

Anatole—we salute you! From now on we shall think of you fondly as

FIRST VICE-PRESIDENT IN CHARGE OF CHEESE TASTING!

Remember, you are *always* welcome here!

With every good wish for your happiness,

Your friend,
HENRI DUVAL

When Doucette saw the letter, she said, "No more snooping around in strange people's houses for you—that's finished forever! You are the smartest mouse in the world!"

Paul and Paulette, Claude and Claudette, and Georges and Georgette climbed up on his chair and hugged him. "We are so proud! Our beloved papa is now a respectable business mouse!"

The next day Anatole invited Gaston to be his helper. The older mouse made a very deep bow. "Gladly will I join you!"

Then he kissed his friend on both cheeks, and cried: "*Vive Anatole!* Was he content to sit back and do nothing about our way of life? *Non! Non!* He is a mouse of action—a mouse of honor—a mouse *magnifique!*"

And so it came to pass. Anatole and his partner worked at the factory side by side in perfect harmony, proud to know that they earned what they ate.

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Books

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KAY, HELEN. *One Mitten Lewis*. New York: Lothrop, Lee & Shepard, 1955. Lewis consumes mittens so fast by losing them that he keeps his mother very busy producing (knitting) them (goods).

LENSKI, LOIS. *Let's Play House*. New York: Walck, 1944. Three little children play they are grownups, running the house and caring for the family.

———. *The Little Family*. New York: Doubleday, 1932. After the teacher has read the text on one page, the children can guess whether the

activities shown in the opposite illustration are those of consumers or of producers—such as Sally brushing her teeth (she is a consumer because she is using up toothpaste and toothbrush) and Tommy putting on his shoes and stockings (he is a consumer because he is using up or wearing clothing). Mrs. Little helps the children; she is a producer because she does useful work.

—. *Papa Small*. New York: Oxford Univ. Press, 1951. An easy picture book showing Papa going to work and coming home to help Mama with work around the house. The class might observe which are consumer activities and which are producer activities.

INDMAN, MAJ. *Flicka, Ricka, Dicka Bake a Cake*. Chicago: Albert Whitman, 1955. The story of Swedish triplets who bake a cake for their mother's birthday.

SCHLEIN, MIRIAM. *Lazy Day*. New York: Scott, 1955. A picture book about a lazy day when no one, not even the animals, wanted to do anything. Such a pleasant day, but what would happen if every day were a lazy day? The teacher may have to read the text.

Films

Our Family Works Together. 1 reel, 11 min., sound, b & w \$60, color \$120, Coronet. Brother and sister enjoy helping at home.

Filmstrip

Working Together in the Family. 31 frames, color, \$6.50, Society for Visual Education. Boys and girls can be helpful in the family and enjoy their work and the feeling that their work is appreciated.

Lesson 3

Families Are Different

Purpose of the Lesson

1. To help pupils discover that families in different parts of the world, in spite of their common need for food, clothing, and shelter, are different because of—
 - a) What they have, or their immediate physical environment.
 - b) What they do with what they have, or the extent to which they are able and willing to control their environs and thus provide for their needs.
 - c) The amount of knowledge or skill they may have acquired through—
 - (1) The development of new ideas.
 - (2) The exchange of goods and ideas with other people.
 - d) The extent to which members of families and whole families help one another.

Reinforcing the Recorded Lesson

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. Who can tell about the place where Nakinak's family lived?
2. What did Nakinak's family use for food? What were their clothes and house made of? How did they get these things? What tools did they use?
3. Why did Nakinak's family move from place to place?
4. Why was it easier for Nakinak's family to live near the trading post?
5. What did Nakinak's family use for money? Why was it important to have money?

6. How did Nakinak's family travel from place to place? Why was necessary to use such transportation?
7. What kinds of food do you suppose the family ate before the family moved to the trading post? What kinds afterward? Why was the food different?
8. How are your food, clothing, and house different from Nakinak's? Why are they different? Who are some of the people who have helped to produce your food, clothing, and house?

Activities

1. The class can set up an Eskimo trading post. After pupils review some of the items that the trading post sells (flour, sugar, tea, trap chains, rope, cotton goods, beads, clocks, tin pails), they can draw or make models of some of these, or bring old tea, flour, and sugar packages from home to stock the post. They might also make fox skins from cardboard. They then set the price, in fox skins, of the various items in the trading post and prepare a price list for the store counter. Eskimos come with their fox skins and barter for goods. The purpose of the game is to help the children discover relative price differences between commodities, the awkwardness of the barter system, and the greater choice of goods people have when they trade. Although the Eskimo family had more choice when they were able to trade, their choice of goods was still limited because they had very little they could trade.
2. The teacher can read the stories "Why Caribou Eskimo Families Live as They Do," "Why Bushman Families Live as They Do," and "Why Pueblo Families Live as They Do." The children can follow the stories by examining the picture sequences on pages 177–8 of the text. The three peoples—Eskimo, Bushman, and Pueblo Indian—have been chosen because the natural environments of all three are meager in sustenance. The extent to which environments can be changed by inventiveness and trade is more easily

seen among such peoples. The Pueblo Indians were able to control nature the best of the three, the Eskimos next best.

At the end of each story, the following questions should be raised.

- a) How do weather and the landscape or terrain influence the lives of the families?
- b) How does the family get its food? (Eskimos by hunting, Bushmen by hunting and gathering, Pueblo Indians by farming.)
- c) What tools do these people use to get their food?
- d) What materials do they use to make their clothing? their houses?
- e) What do these people trade to others? What do they get in return?
- f) What things or ideas did these people develop by themselves?
- g) What things or ideas did they learn from outside their own culture?
- h) What do these people do for recreation? (They danced, sang, told stories, carved, made music, made pottery with varying degrees of skill.)
- i) How did members of the families help one another? How did whole families help one another?

3. After the children have studied the stories of the Eskimos, Bushmen, and Pueblos, they can retell, using the pictures, how these families live differently. The teacher should be sure the pupils understand that families live differently because of what they have and what they do with it, because of ideas they have developed or have learned from other people, because of their ability to express themselves in music, dance, and handicrafts.

4. Since food gathering, hunting, and farming are the first three steps in the development of civilization, it is important that the children understand the characteristics and nature of the life of the food gatherer, the hunter, and the farmer. A girl can pretend she is a Bushman food gatherer. She can tell what the place where she would live would be like. Would she live in one place? What would she need to know to be a food gatherer? (Which plants are edible; which are poisonous.) What kinds of tools would she need? What kind of house would she live in? Could she find enough food to help families other than her own? Could she save food until she needs

it later? Other children can pretend to be Eskimo hunters or Pueblo Indian village people and answer similar questions.

5. The teacher can find pictures of clothing worn in different parts of the world, such as Arab robes and Mexican sombreros. The children can discuss how the type of clothing varies with what people have about them (environment and availability of materials) and what they do with what they have. Comparisons can be made with the clothing worn by members of their own families.
6. The children can find pictures of houses used in other parts of the world and discuss how the type of house is determined by the availability of materials. They can also discuss how the durability of a house and its furnishings are affected by the family's intention to move about or to settle down. The pupils might compare such houses with their own. They should recognize the wide variety of materials available to us as a result of the discovery of new materials (synthetics) and as a result of trade.
7. Using pictures such as those in Activity 6, the class can assemble a display entitled "How People Live Around the World." When the exhibition has been prepared, the class can discuss the pictures, pointing out that what people wear and eat, and the kinds of houses they live in, differ because of differences in available materials and skills and the extent of trade in goods and ideas.
8. The teacher can read "The Ditch That Brings Food." The pupils can discuss how the Pueblo Indians through their hard work and perseverance made crops grow by bringing water to them. The discussion may bring out that only man can invent ways of making nature work for him; animals and plants are not able to do this.
9. To help the children discover how science and technology can help man to deal with nature, the teacher can have them collect pictures (from magazines, newspapers, and the like) of outposts built by technologically advanced peoples in places where few materials can be found or where the weather is severe. Good subjects might be the permanent research stations in the Antarctic, the radar posts on the northern edge of North America and Greenland, and other such installations. The pictures should show that in spite of bitter cold and barren surroundings, the men can wear short-sleeved shirts in their shelters and eat good food brought in from the United States. The pupils can then discuss the difference between these men's lives and those of the Eskimos.

10. The following activities can be completed in the Activity Book.

- a) 3A: "Families Are Different." Pupils should be able to relate the individual to the kind of food he eats, the kind of house he lives in, and his means of transportation.
- b) 3B: "Families Are Different." A continuation of 3A. Pupils should be able to relate the individual to some of his tools, his means of exchange, and the way he spends leisure time.
- c) 3C: "Where Is It Easiest to Work?" Photographs show different climate, soil, and terrain. Through discussion, the children should discover the advantages and disadvantages of these various regions for living and working. The class should come to the conclusion that regions with good soil, moderate temperatures, and fairly level terrain are the most favorable for human activities.

Stories, Poems, Songs

Why Caribou Eskimo Families Live as They Do

In the far, far north, almost at the North Pole, it is very cold nearly all year round. In the winter the land is covered with deep snow. It is so deep that men and animals can hardly travel across it. The lakes and ocean are covered with ice, and it is very hard to catch fish. Most of the time the wind blows hard across the great open spaces. There are no trees to slow down the wind. In the winter the sun shines for only one hour each day. There is only darkness and cold. The summer is very short. But then there is sunshine all day long. A few plants poke through the snow at that time of year. But most of the time it is cold and dark, and there is little food to be found.

The people who live in this cold land are called Eskimos. The Eskimos cannot grow fruit and vegetables, because it is too cold. They cannot keep animals for food, because it is too hard to grow food for the animals. So they have to hunt or fish for all their food. In the winter the Eskimos who live near water hunt seals. An Eskimo man lies quietly next to a certain kind of hole in the ice. When a seal pokes its head through the hole to breathe, the Eskimo stabs a harpoon into it to kill it. From the seal the Eskimos get food and blubber. The blubber is the fat of the seal and is burned for light and heat. In the summer the seals swim far out to sea. Then the Eskimos have to hunt animals that live on land. The animal that they hunt mostly is the caribou. The caribou is a kind of reindeer. It is hunted with bows, arrows, spears, and guns. Because Eskimos have to hunt for their food, they have to travel a long way over

great snowfields. They have to know how to tell what the weather will be. And they have to know how to make tools that will help them live in a land of ice and snow.

Because Eskimos have to travel so much, they live in houses that can be made quickly. In the winter they make igloos of blocks of snow. An Eskimo can make an igloo big enough for his whole family in only a few hours. In the summer the Eskimos often live in tents that are made from the skin of the caribou. When they move in the summer, they take their tents with them. When they move in the winter, they leave their igloos and build new ones when they need them.

The clothes that the Eskimos wear are also made from caribou skins. This clothing protects them from the water and the cold. Eskimos wear a lot of heavy clothing. Their clothing is carefully made and is decorated with beads and bright colors.

Some Eskimos spend part of their time trapping foxes. The fox skins are cleaned and stretched on a board until they are dry. Then the Eskimos take the skins to a trading post. There they trade the skins for tea, flour, sugar, salt, and guns. The skins are the only things that the Eskimos can trade, because they do not have the time to make anything for trading. Hunting for food takes almost all the Eskimos' time.

When the Eskimos want to have a good time, they play games, tell stories, sing songs, and make carvings. These carvings are very beautiful, but they are not very fancy. Eskimos have fun in simple ways. Because they must work so hard just to get food, to make clothing, and to build igloos, they have no time to spend on making other things that they might enjoy.

In the summer it is easier to find food, and a few Eskimo families live together. But as it gets colder, food becomes harder to find, and each family goes off to live by itself while hunting. So Eskimo children may not see the children from other Eskimo families for a long time.

Why Bushman Families Live as They Do

The Bushmen are a people who live in a place called Africa, far far away from our own country. Most of the land in the part of Africa in which the Bushmen live is very dry, and only tall grasses and short scrubby trees grow there. In some places there is only sandy and stony desert. Most of the land is very flat, and when rain does fall, it collects in little pools called water holes. Many wild animals live in this desert. Because it is hot almost all year round, the water quickly dries up and both men and animals have to search hard and long for water.

Bushman families have not learned how to raise plants and animals for food. They have to move from place to place in search of food and

water. The women in the families look for roots, nuts, berries, insects, and lizards. To get such food, they use sticks to dig roots and other sticks to throw at the small animals. The men hunt for larger animals such as antelope and zebra. These animals are killed with bows and poisoned arrows. Hunters hide near a water hole until an animal comes to drink, and then they shoot it. Because their tools are so simple and because they have to hunt every day, the Bushmen spend most of their time in getting food.

Because Bushman families are always on the move, hunting and gathering food, they build their houses wherever they happen to be. The women build the houses of sticks, twigs, and grass. Such houses look like bowls turned upside down. They are only about four feet high, but the floor is scooped out so that the family can stand up in it. Because it is warm most of the time, the houses do not have to keep out the wind. When it rains, water often comes into the house. Houses such as these do not last long, but the Bushmen have not learned how to build them any better.

Bushmen do not need to wear much clothing, because the weather is usually hot. Men and women wear only an animal skin tied round them, and the children often wear nothing at all.

To make their lives more comfortable, the Bushmen trade honey, animal skins, and ostrich feathers for tobacco, arrows, and spearheads. They do not have much that they can trade with other people.

Bushmen have few things that they can enjoy when they want to have fun. So they play games, tell stories, and dance around their campfires. All of these are simple pastimes because most of the time they have to look for food to keep themselves alive.

When food is not scarce, families often live near one another and share things that they have. But when food is scarce, each family goes its own way, trying to find something to eat.

Why Pueblo Families Live as They Do

In a certain part of the United States, it is very cold in the winter and very hot in the summer. It does not rain there very much and the land is always dry. Because it is so hot and dry, not many plants grow there, and there are not many animals that can be hunted.

For many years, Indians have lived in that land. The Indians who live there are called Pueblo Indians. These Indians have learned how to grow fruit and vegetables in dry land. They have made their own plows, hoes, and other tools from stone and wood. They also have sheep and cattle that they use for wool and meat.

Because they are farmers, the Pueblo Indians do not move around the country. So they have built houses that last a long time. Few trees grow in their part of the country, so they cannot build wooden houses. They use mud and stone for building, and they make their houses two or three stories high.

The Pueblo Indians grow cotton and raise sheep, so they have both cotton and woolen clothing. They weave their own cloth, but they also buy some clothing in stores.

The Indians are able to get things in stores because they have produced many things. Each village tries to produce something especially well. Some villages make fine jars and jugs; some make pretty baskets; some make fine jewelry; some weave good blankets; some produce good food. Each village makes the thing that it makes best and uses this to trade for things other villages and other people can make best.

The Pueblo Indians produce enough food so that they can store some away for the winter. That means that they do not have to travel around looking for food. They can stay at home and live in one place. They have time to play games, tell stories, make music, and dance beautiful dances. These games and dances are very fancy and take a long time to learn. Because they live in one place all the time, the Pueblo Indians have time to learn other things that are hard to learn, such as making beautiful jugs, baskets, clothing, blankets, and jewelry.

Because they do not have to travel a lot to look for food, the Pueblo Indians can live near other families. Many families live together in each village. They help one another and have many happy times together.

The Ditch That Brings Food

by Dorothy Senesh

This is a story about an Indian village of long, long ago. The sun shone down hot and bright on the Indians' cornfields. For weeks and weeks there was no rain. The Indian fathers worried because the little corn plants were not growing as they should. Every evening the Indian fathers danced and prayed to the rain gods to bring rain to the village. If the corn would not grow, there would be no bread for the long winter.

Red Cloud, the chief, called the Indian fathers to a meeting. First they prayed to the rain gods to send rain. Then the Indian fathers began to talk about what they could do if no rains came to their village.

Red Cloud, the chief, asked, "Shall we and our families move away from this village where our fathers and our grandfathers have lived? Shall we build a new village close to the Great River?"

The Indian fathers did not speak. They looked sadly down at the floor. They loved their village. They loved the cool Blue Mountains

nearby, where they went fishing in the summertime and hunting in the wintertime for rabbit, deer, and elk.

Red Cloud, the chief, spoke again. "If the rains do not come to our village, our corn and squash and beans will not grow. How can we live without rain for our gardens? What can we do?"

For a long time no one spoke. At last Swift Fox said, "If we do not want to move away from our village and if we do not want to build a new village beside the Great River, then why don't we bring the Great River to us?" All the Indian fathers looked at Swift Fox in surprise. What did Swift Fox mean?

Red Cloud, the chief, asked the Indian fathers, "How can we bring the Great River to our village?"

Swift Fox spoke again. "Let us all work together to dig a deep ditch between the Great River and our village. Then the cool waters of the Great River will flow to our fields, and our corn will grow tall and green."

The Indian fathers all began to talk at once. One father said, "It would be hard work to dig day after day in the hot sun." Another father said, "Who will hoe the weeds in our gardens? Who will soften the earth around the beans and the squash? Who will chase away the birds?" Another father said, "If we do not take care of our gardens this summer, we shall have little food to store away for the winter." Another said, "If our wives dig the ditch with us, we shall have no deerskin leggings for the winter." Another father said, "How shall we gather our firewood before the cold weather begins?"

Red Cloud, the chief, spoke. "All that you say is true. If we dig the ditch all summer, we shall have to go without many things this summer and even this winter, but if we do dig and finish the ditch before the winter comes, next spring and every spring after, we shall not have to worry about rain. We shall know that when we plant our corn and squash and beans, we shall have good crops, large crops. Grass will grow alongside the ditch, and we can have bigger flocks of sheep and goats because there will be much grass for them to eat. We shall have more wool to weave, and more milk to drink. We shall have more food and clothes and blankets, all because we shall have plenty of water."

Swift Fox said, "I think that it is better if we have less this summer, and that we dig our ditch."

The Indian fathers decided that they would rather dig the ditch. They planned what tools they would need and how they would make them, and what the different jobs would be for everyone in the village. Then the fathers left the meetinghouse and went home. All the families were waiting to hear what the Indian fathers decided. How happy the families were when they learned that they would not have to move away from their beloved village near the cool Blue Mountains!

Early the next morning Red Cloud, the chief, and Swift Fox left the village and they stayed away for three days. They looked for the best and shortest way between the Great River and the village, and they marked the way with little piles of stones to show the diggers where to dig.

When Red Cloud and Swift Fox came back to the village, Red Cloud called in a loud voice, "Hu-hu! Hu-hu! Ho-a-a!" The Indian fathers at work in the fields came running. The Indian children playing outside the village came running.

Red Cloud, the chief, spoke. "Good people, put aside or finish what you are working on today. Tomorrow all of us will begin to work on the deep ditch from our village to the Great River." And Red Cloud told everyone what his job would be for the summer. All the Indian fathers and many of the Indian mothers would do the hard work of digging. The old men of the village would sharpen sticks and stones and make them into digging tools. The old men would also take care of the gardens during the summer. The little children would frighten the birds away from the corn. Some of the mothers and the older girls would make many, many baskets, which the diggers would use for carrying dirt out of the ditch. The old women would prepare the food for all the village, and the children would carry it to the diggers.

Everyone worked hard at his job all summer long. After many weeks, the sun was not so bright anymore and the days were growing cooler. The ditch made a loop around the Indian fields and reached across the dry sand to the Great River—almost. One night, Red Cloud, the chief, called, "Hu-hu! Hu-hu! Ho-a-a!" Everyone in the village came running to Red Cloud. He spoke. "Good people, tomorrow let all the diggers and their wives and children come to the Great River. Let only the old men stay here to guard the village and the fields, and let the old women stay and prepare a feast for the diggers."

The next morning, before the sun was up, the young Indian fathers and mothers and children left the village and hurried to the Great River. When they got to the Great River, the Indian fathers jumped into the ditch and dug hard and fast at the narrow wall of mud between the ditch and the river. Soon a little water trickled into the ditch. The fathers dug faster, and the trickle of water grew into a little stream. Then all the mothers and children who were standing beside the ditch clapped their hands and cried out in a loud voice, "Ho-a-a!"

A wave of water from the Great River flowed through the ditch toward the village, and the Indian families ran alongside it, laughing and shouting. The water came right up to the Indian fields and flowed in the great loop around the fields.

Red Cloud, the chief, called all the Indians, young and old, to give thanks to the Great Spirit for giving them strength to finish their long

ard summer's work before winter set in. All that day the Indians danced and thanked the Great Spirit, and they ate from the feast that the old women prepared for them.

To this very day, the same ditch brings water from the Great River to the Indian village. In this village the Indian families are strong and healthy, and they give thanks because their corn always grows tall and green, their squashes and beans grow big, and their goats and sheep plump and lively as they graze alongside the long ditch.

Bibliography

Books

CARTER, KATHERINE. *The True Book of Houses*. Chicago: Childrens Press, 1957. 47 pp. illus. Describes simply and briefly houses in hot dry lands, tents of cloth, adobe houses, grass houses, houses in hot wet lands, and other types of dwellings.

CLARK, ANN NOLAN. *In My Mother's House*. New York: Viking Press, 1941. 56 pp. illus. In free verse and simple language, a Pueblo Indian boy talks of his people: the homelife, the village life, farming, the need for irrigation, their products, and their values. To demonstrate how environment, knowledge, and skill interplay, the teacher might read the story in two or three installments and show the pictures to the class. The following generalizations should be emphasized: The Pueblo Indians produce most of the food, clothing, and houses they need; their food, clothing, and homes differ from other people's because their resources are different.

———. *The Little Indian Pottery Maker*. Los Angeles: Melmont, 1955. A little Indian girl, under the tutelage of her mother, learns how to produce the clay bowls so useful to the Indians.

GATES, ARTHUR I. *Pueblo Indian Stories*. New York: Macmillan, 1940.

JACKSON, KATHRYN. *Homes Around the World*. Chicago: Silver Burdett, 1957. Simple text and excellent photographs give much information about home life around the world.

JAMES, ELLY. *Nomads of the North*. New York: Macmillan, 1953. Although an adult book, the beautiful photographs of the life of the Laplanders of northern Norway might yield some interesting observations. Unlike the land of the Caribou Eskimo, Lapland has trees and grass, and so the Lapp families have their own herds and follow them from summer to winter pastures.

SCHLEIN, MIRIAM. *The Fisherman's Day*. Chicago: Whitman, 1959. A picture book that shows how environment affects the way people live. The family's life here revolves about the fisherman's occupation.

Shelter. (*Living Together in the Modern World*, Vol. 2.) Mankato, Minn.: Creative Educational Society, 1954. An excellent reference book for teachers. Concise material and fine photographs showing the relation between houses and available resources, the state of technology, and the degree of trading with other people.

WERNER, ELSA JANE. *Houses*. New York: Simon and Schuster, 1955. Simple text for a good first-grade reader describes houses in different parts of the world.

Films

People of the Congo. 11 min., sound, b & w, \$60, Coronet. Although this film is for intermediate grades and senior high school, even little children would enjoy and learn from it. It provides a vivid contrast to the story of Nakinak and the Eskimo people, and can be used to show that because of the abundance of food, the Congolese can live a settled life in permanent dwellings and villages; because of the ease of gathering food in an environment of abundance, the fathers have little to do with food gathering and fishing; because the Congolese do not have to spend all their time in acquiring food, clothing, and shelter just to keep alive, they have time left to make their homes attractive and to make ivory figures and wood carvings.

Shelter. 2d ed. 11 min.; b & w, No. 893, \$60; color, No. 894, \$120; Encyclopaedia Britannica. This film for primary grades shows various peoples as they build their homes from the materials and techniques available to them: Eskimos, desert people, Fiji Islanders, American pioneers, and present-day Americans.

Lesson 4

How Do Families Produce?

Purpose of the Lesson

1. To review the understanding that a person who does useful work is a producer.
2. To show that there are two kinds of producers:
 - a) People who make useful things are producers of *goods*.
 - b) People who do not make things but who do useful work for other people are producers of *services*.
3. To help pupils discover that not all members of the family are producers. Some may be too young or too old; some may be sick or disabled.
4. To help pupils discover that producers have to help those who can only consume.
5. To help pupils see that people feel good when they can do useful work (sense of satisfaction).
6. To help pupils see that useful work is appreciated.

Reinforcing the Recorded Lesson

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. What is some of the useful work that we do in our homes?
2. What do we call people who do useful work?
3. What are some of the things that Mother produces at home?
4. What do we call a useful thing? (A *good*. The teacher must take as much time as necessary to make sure that children learn the difference between the noun *goods* or *good* and the adjective *good*.)
5. What useful work can children do at home *without* producing goods?

6. What kind of producer can we call Mother when she produces useful things?
7. What kind of producers can we call children when they help other people?
8. Who are the people in our families that cannot produce? (Those who are too young or too old, or sick.)
9. How do we help those in our families who do not produce?
10. Why do you like to do useful work? (One gains self-respect for trying to make the world a better place to live in.)

Activities

1. To aid the children in discovering what constitutes useful work, the class can play a game in which the teacher describes a variety of activities. The children respond by telling whether such activities are useful. Among activities that could *not* be counted useful, the teacher could include a boy shoveling snow *onto* the sidewalk, a girl watering the lawn on a rainy day, a woman planting poison ivy in her vegetable garden, a man making a boat in the middle of the desert, a teacher lecturing at the front of a room with no pupils.
2. So that the children will readily identify members of the family as producers, they can draw pictures of something that their mothers, fathers, and they themselves produce at home.
3. The teacher can read the poem "Automobile Mechanics" to the class. The poem describes a boy and his father washing and servicing a car, and emphasizes the accomplishment of useful work.
4. To help the children distinguish between the producers of goods and services *at home*, the teacher might cut pictures from such magazines as *Good Housekeeping* and *Ladies Home Journal*. The pictures can be divided into separate piles containing producers of goods and producers of services. Drawing from the producers-of-goods

pile, the teacher should hold up one picture after another, asking each time: "What is this person producing? Is this person producing a useful thing? Why is this thing useful? What do we call a person who is producing a useful thing?" (He is a producer of a good.)

After the teacher has practiced this activity with the children, the producers-of-goods pictures can be assembled into a display entitled "Work Inside the Home—Producers of Goods" (Place producers-of-goods pictures on the left side of the exhibit.)

The teacher can show the pictures depicting producers of services to the children and ask: "What is this person doing? Is this person doing useful work in the home? Why is this work useful? Is this person a producer of a good?" (No, he is not a producer of a good.) "What is he producing?" (He is producing a service.)

The class can put producers-of-services pictures on the right side of the exhibition and entitle them "Work Inside the Home—Producers of Services."

5. The teacher can tell the children they will play a game about producers of goods and producers of services. The children must remember that producers of goods and producers of services do useful work. The teacher might say: "I am thinking of a father who is building a boat. If he is a producer of a good, clap your hands. If he is a producer of a service, stand up." After the question is answered by the children's clapping, the teacher asks: "Who can put this into a story?" A child answers: "The father is a producer of a good because he is building a boat and a boat is a useful thing."

The teacher might say: "I am thinking of a father who is giving his little boy a haircut." The children answer by standing up. The teacher asks whether another child can put this into a story. A child answers: "The father is a producer of a service because he is producing the service of cutting the boy's hair and cutting hair is useful work."

The teacher might say: "I am thinking of a man who raises chickens." The children answer by clapping. The teacher asks another child to put this into a story. The child should answer, "The man is a producer of a good because he is producing food and food is a useful thing."

The teacher might say: "I am thinking of a man who raises tomatoes." The children answer by clapping. The teacher asks another child to put this into a story. The child answers, "The man is a producer of a good because he is producing food and food is a useful thing."

The teacher may pose a trick question. "I am thinking of a baby who throws his rattle on the floor." The correct response is neither clapping nor standing. And the story would be, "The baby is not a producer of a good or a service because the baby is not doing useful work."

6. The children can play a game based on the song "Here We Go Round the Mulberry Bush." Two children stand in front of the class and take turns leading the class in pantomiming a family member producing a good, with the class imitating the leader's action and singing, "This is the way we bake a cake, bake a cake, bake a cake." The first leader who runs out of ideas returns to his seat, and the other child wins. The same game can be repeated with service-producing activities such as sweeping the floor, shoveling the snow, hanging up clothes, washing clothes, and so on.
7. The teacher can read the story "The Brown Family" to the class. After the reading, the class can consider the fact that although all family members are consumers, ~~not all are producers~~. From this story, pupils discover that the producers help those who, because of illness, ~~cannot produce~~. The teacher can broaden the discussion by showing that the same principle operates in the charitable work of individuals, churches, the community chest, governments, and organizations such as the Salvation Army, the Red Cross, and UNICEF. The children can draw pictures of how people give clothing, canned goods, blankets, or money to a church or charitable organization and how these articles, in turn, are provided to those people who are in need.
The story also shows how good people feel when they can do useful work and how sad people feel when they cannot do useful work. The class may note how the family's good work was rewarded by Jimmy's heartfelt appreciation.
8. To help children see that producers help those who cannot produce, the teacher can have the children follow the picture story on page 183 of the text. Children can retell the story in their own words. In the pictures, members of the family are shown at work on their farm. As the son works in the hayloft, he falls and injures his leg. In the last scene the family discusses how they (the producers) can help the boy, who no longer is able to produce. The class can guess about what the family may have decided.
9. The children can draw pictures of someone they know who cannot produce. They can then tell a story about their drawing, pointing out why such persons cannot produce.

10. The following activities can be completed in the Activity Book.

- a) 4A: "Goods and Services." Pupils should be able to distinguish between activities that result in the production of goods and those that result in the production of services.
- b) 4B: "Some People Cannot Produce." Children should see that there are conditions that make it impossible for some people to produce.

Stories, Poems, Songs

Automobile Mechanics

by Dorothy Baruch

"Automobile Mechanics," from *I Like Machinery*, by Dorothy Baruch. Copyright 1933, Harper & Row, Publishers, Incorporated.

Sometimes

I help my dad

Work on our automobile.

We unscrew

The radiator cap

And we let some water run—

Swish—from a hose

Into the tank.

And then we open the hood

And feed in oil

From a can with a long spout.

And then we take a lot of rags

And clean all about.

We clean the top

And the doors

And the fenders and the wheels

And the windows and floors . . .

We work *hard*

My dad

And I.

The Brown Family

by Dorothy Senesh

One day Jimmy Brown came home from his paper route with a red face and watery eyes. "My!" said Mother Brown. "Whatever is the matter with you?"

"I'm c-c-cold, Mom," said Jimmy. "I've got a sore throat and my kn-kn-knees shake. I f-f-finished my paper route, and I c-c-came home as fast as I c-c-could," Jimmy said as his mother hugged him to her.

A few minutes later, Jimmy was in bed with the covers pulled up to his chin. Mother Brown put a thermometer in his mouth. "That's what I thought. You've got a fever," she said.

Just then Ruthann looked into Jimmy's room and asked, "Should I start to set the table now, Mom? Will Jimmy be eating at the table with us tonight?"

"Not tonight, Ruthann," said Mother. "Just set places for Daddy and Peter and you and me."

At that moment little brother Peter poked his head in the door.

"Peter! Don't you come in!" said Mother. "If Jimmy has whooping cough or mumps or something catching, we don't want anyone else to get it."

"You're with Jimmy, Mom!" said four-year-old Peter.

"That's my job, Peter! I take care of all of you, whether you are well or sick, but I don't want too many sick people to take care of at one time. Besides, I've got to have some helpers around here, you know!"

At dinner that night, everyone was quieter than usual. Only Father and Mother talked. Ruthann and little Peter listened. Mother was saying, "Right after the doctor has seen Jimmy, I think we should have a family meeting. Ruthann, since Jimmy can't help you with the dishes tonight, Peter and I will help you." Peter looked pleased.

After the doctor examined Jimmy, he said, "I think that Jimmy's tonsils are the cause of his fever. He'll have to stay in bed for a few days. Let him have something to drink now, and give him this medicine every four hours. I'll look in again tomorrow."

"Good," said Mother. "At least he doesn't have the measles or chicken pox for the rest of us to catch. That's something to be thankful for. Ruthann, get Jimmy a glass of cool ginger ale."

"Oh, Mother!" cried Jimmy. "I can't be sick. What'll happen to my paper route? Three or four days in bed! And my schoolwork! I'll miss so many lessons."

"Don't worry, Jimmy," said Mother. "Daddy, Ruthann, Peter, and I are here to help you. That's what families are for. You do a lot for the family all the time, Jimmy. You help Ruthann with the dishes. You empty wastebaskets and carry out the trash. You help Father with the hard work and you shovel snow in the winter. And besides, you help all of us by earning a part of your spending money with your newspaper route. Now that you're sick, we'll have a chance to help you. So stop worrying, and get some rest." Mother kissed him good night. Then she called, "Come, Father, Ruthann, Peter! Come to the meeting! We have business to talk about. We'll use the dining-room table for the meeting place."

Father put down his newspaper; Ruthann shut her schoolbook; and Peter got up from the floor, where he was coloring in his coloring book. They all gathered round the table.

"You know what our problem is," said Mother, looking at Father, Ruthann, and Peter. "First, Jimmy is worried about his paper route. What should we do?"

"Jimmy's a good help to me with the yard work, and when I need him on repair jobs around the house. I certainly want to help him now. I'd be glad to take his paper route on Friday and Saturday nights," said Father.

"I can deliver his papers on Wednesday and Thursday, Mother," said Ruthann.

"I want to help deliver papers too. I know I can," said little Peter.

"Thank you, Peter, but today is Tuesday and, if Jimmy's route is taken care of for four days, that's all the help we'll need there. Jimmy should be well in four days. But there are Jimmy's jobs around the house we have to take care of. Ruthann shouldn't have to do the dishes alone while Jimmy is sick. Peter and I can help dry and put away the dishes. Peter, you can empty wastebaskets and carry out the trash. And, Peter, you can help me by running errands in the house for Jimmy while he is sick in bed. This would be a tremendous help."

"Mother," said Ruthann, "I can ask Jimmy's teacher what his lessons will be and I'll bring his schoolbooks home."

"Excellent," said Mother. "Everything is taken care of. Now, let's go to bed. I want to go early because I'll be sleeping with one eye and ear open in case Jimmy needs me tonight."

By the end of the next day Jimmy was feeling much better, but the doctor thought that he should stay in bed for a couple more days. Jimmy was in good spirits. "Oh, Mom!" said Jimmy, "I feel lots better today. I guess it's because you have all been so good to me. All I have to do is think about something and Peter runs and gets it for me. Ruthann brought home my schoolbooks. I don't have to worry about my paper route. You cooked my favorite food for dinner tonight. And father brought me just the kind of books I like from the library. You're the best family in the whole world!"

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Books

ABEL, RUTH. *The New Sitter*. New York: Oxford Univ. Press, 1950.

Picture story of the new sitter (a producer of services) whom Mother and Father hired when they went out in the evening.

DUNCAN, LOIS. *Silly Mother*. New York: Dial, 1962. When Michael found his fire engine in the refrigerator, the puppy in his bureau drawer, and his pajamas in the puppy basket, he decided to help his "silly" mother. Mother showed her appreciation by making the family a delicious chocolate cake because of the help she had received.

HARRIS, ISOBEL. *Little Boy Brown*. Philadelphia: Lippincott, 1949. The little boy lives in a big-city apartment where there are many producers of services about him. One of them, the chambermaid, takes the little boy with her to visit her family in the country, where he finds some producers of goods.

HOFFMAN, ELAINE, and HEFFLEFINGER, JANE. *Family Helpers*. Chicago: Childrens Press, 1954. The whole family work together in a congenial atmosphere. The children might observe the producers of goods and the producers of services in the book.

KAHL, VIRGINIA. *Away Went Wolfgang*. New York: Scribner, 1954. Picture story of a small Austrian village where everyone is industrious but Wolfgang. Not until the old lady he lives with discovers that if he drags the milk in the milk cart round the church three times, butter results—not until then does Wolfgang feel satisfied that he can join the respectable productive people of the town.

"Slim Girl: A Navajo Indian," pp. 52–62 in Arthur I. Gates' *Good Times Together*. New York: Macmillan, 1953. About a little Indian girl, who wants to weave beautiful rugs.

Films

Children at Work and Play. 20 min., \$110, United World Films. Chores are sometimes fun. The film shows children, particularly farm children, around the world at work and play.

Lesson 5

Dividing the Work

Purpose of the Lesson

1. To help pupils understand the division of labor; that is, that everyone does not do all the jobs, but that each person undertakes a certain job. In this way people develop proficiency
 - a) at home
 - b) at school
 - c) in the neighborhood
 - d) in the world
2. To help pupils discover that division of labor helps get the job done faster and better.
3. To help pupils discover that division of labor makes people interdependent, because when a person specializes, he depends on other people for the other goods and services he needs.

Reinforcing the Recorded Lesson

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. Could Pelle have made a suit of clothing for himself? Why not?
2. Who helped him get the yarn? the cloth? the suit?
3. Why did these people help Pelle? Why was it good for the first grandmother and Pelle to divide the labor? (Because the grandmother was too old to weed the garden, and Pelle did not know how to card the wool.)
4. Why was it good for the second grandmother and Pelle to divide the labor? (Because she was too old to tend the cows, and Pelle did not know how to spin the yarn.)
5. Why was it good for the mother and Pelle to divide the labor? (Because while Pelle took care of the little sister, their mother had time not only to weave the wool into cloth, but to do other chores that she

could not have done if she had to take care of the sister. Besides, Pelle did not know how to weave the yarn into cloth.)

6. Why was Mr. Tailor willing to sew the suit for Pelle? (Because Pelle saved Mr. Tailor so much time by raking his hay, bringing in the wood, and feeding the pigs that he was able not only to finish Pelle's suit, but also to work on some other clothing.)
7. Do you think it would be a good idea for Mr. Tailor to hire Pelle to do these jobs all the time? (Yes, because Mr. Tailor could use the time to earn a lot more than he would pay Pelle.)

Activities

1. The class, together with the teacher, might make a tabletop display of a home, showing three rooms: kitchen, living-dining room, and a child's bedroom. The class would make the family figures and the furniture and determine how the labor should be divided. Mother could cook, Sister set the table, Father fix furniture, Big Sister hold the baby, and so on. A sign above the display could read: "See the Family Divide the Labor."
2. To demonstrate the confusion that results when labor in the home is not divided, the children can act out two short family scenes.

SCENE I: Father, Mother, and the children, each with a pan, cook separate dinners on the stove, and each washes his own dishes after the meal.

SCENE II: Each family member is responsible for a different household chore. The mother cooks; the father cuts the grass; one child sets the table; another child minds the baby; the other two children clear the table after dinner and wash the dishes.

In discussing these two scenes, the class should discover that materials (soap, water, gas, pans) and time can be saved by using the principle of the division of

labor, through which more can be accomplished more easily.

3. The teacher can read the story "Gone Is Gone" to the class. The story describes what happens when labor is divided in the wrong way—when people do not do what they are best fitted to do. The class will enjoy making their own illustrations for the story. Pupils might discuss what would happen in any of their families if their mothers and fathers exchanged jobs. They might enjoy drawing funny pictures of the situations. They can also discuss similar situations that might arise in schools, restaurants, and other familiar places.
4. Here is a game that illustrates the division of labor: Each child, with his hands at his hips, skips in a circle at his desk, singing to the tune of "Here We Go Round the Mulberry Bush," "This is the way we divide the jobs, divide the jobs, divide the jobs; this is the way we divide the jobs in our home." Then the children decide the task. The teacher asks, "What shall we help Mother do?" The children may say, "Pick up toys." Then a child acts out the work as they sing: "We help our mother pick up toys, pick up toys, pick up toys; we help our mother pick up toys in our home." And so on.
5. To illustrate the efficiency of the division of labor, the children can fill boxes with various articles. A good example would be the filling of Junior Red Cross packages. Two groups of children with equal skills are selected. In the first group, each child puts all the different kinds of items in a box, closes it, and stacks it neatly. In the second group, the labor is divided and the boxes pass along an assembly line with each child placing only one kind of item in the box. The last child closes the box and stacks it. Both groups begin and end the work at the same time. The class will see the result: the team that divides the labor will outproduce the other.
6. Another way to illustrate the greater efficiency of the division of labor would be to have the children make gingerbread cookies. (This might be particularly good before a holiday—Thanksgiving or Christmas.) The batter should be prepared in advance by the teacher. The recipe for a class of twenty-five is:

15 cups flour	1 2/3 cups salad oil
1 1/2 cups sugar	5 tsp. ginger
4 cups molasses	5 tsp. cinnamon
5 eggs	15 tsp. baking powder

Mix in large container. Chill in refrigerator for a day before the experiment.

The teacher selects two teams of eight students each for the experiment. On one team, each child performs all the jobs: rolls the dough; cuts out the gingerbread boy; puts in a slice of almond for the mouth, raisins for the buttons, silver beads for the eyes, a slice of candy fruit for the nose; and then puts the cookie on the cookie sheet for baking.

On the other team, each child specializes: one child rolls the dough; another cuts out the gingerbread boys; others perform the other jobs. The gingerbread boy is moved on a piece of waxed paper along the assembly line, each child performing his one task. The last child puts the gingerbread boy on the metal cookie sheet. Both teams work for ten minutes. The experiment will show the greater productivity and efficiency of the children who divide the labor. The teacher can bake the cookies later for the class. The following tools and additional materials are needed for the experiment.

9 gingerbread-boy cutters
9 small rolling pins
9 cookie sheets
almonds (mouth)
raisins (buttons)
silver beads (eyes)
candy fruit (nose)

At the end of the experiment the children discuss the advantages of the division of labor:

- a) Each child developed skills for his task more quickly.
- b) There was less dough wasted when the labor was divided.
- c) Fewer tools and less space were needed with the division of labor. This is very important in stores and factories.

The division of labor has this disadvantage: greater interdependence is involved. If one worker slows down, the entire production process slows down.

The results of the experiment can be made into a bulletin-board display.

7. To help the children discover the advantages of the division of labor within the home, the teacher can discuss with the class the following questions: Why does Father repair the antenna on the roof instead of Mother? Why does Mother cook instead of Father? Why

does Mother cook and let Mary dust? (Mother can cook and dust better than Mary; Mary can only dust.)

8. To dramatize the point that the division of labor makes members of the family dependent on one another, children can make a mobile of drawings showing each member of the family at work. One hanging picture could show Mother cooking, another could show Father repairing a faucet; another could show a boy carrying out the trash; still another could show Sister feeding the cat. The dependence of each family member on the others is made visually dramatic by the fact that if one hanging picture is taken off, the whole mobile is thrown off balance.
9. To help the pupils realize the dependence on each other that is involved in the division of labor, they can undertake an action that assumes an efficient division of labor, but the teacher would instruct one child to fail to carry out his individual share of the action. For example, the class could be told it will do some artwork, and the necessary materials and tools are to be distributed by different children. One child, coached in advance by the teacher, would fall far behind in his particular distribution. The class would see that they are unable to start work because one person is not doing his share of labor.
10. To enable the children to see examples of the division of labor, the teacher can take the class for a walk in the school neighborhood. He should point out how people have divided labor in the neighborhood: the policeman, the mailman, the barber, the deliveryman, the druggist, the grocer, the beauty shop operator, the fireman, the doctor, the minister. If a class walk is not convenient, the children can observe these activities on the way to and from school. In discussion afterward, the teacher should point out that people have different skills and work at the jobs they do best. The children can tell stories of what would happen if the grocer tried to wash and curl women's hair, if the barber tried to pull teeth, if the policeman tried to be a doctor, if the mailman tried to be a minister, and if the minister tried to be a druggist.
11. As a sequel to this activity, or working simply from personal recollection, the class can prepare a bulletin-board display or draw posters showing "Division of Labor in Our Neighborhood."
12. The class can prepare a helpers' chart showing the division of classroom chores among the children for each week. The class should note that the system works well—the plants are watered,

the blackboard is cleaned without much fuss. The children can act out what would happen if the labor were not divided and if the whole class worked at the same time on each of the many chores that must be done. For example, all the children can try to water the plants at the same time, or all can try to clean the blackboard at the same time. Labor performed in this way results in wasted time and materials and in an unsatisfactory job.

13. The following little play will help children understand the importance of the division of labor: The children pretend that the classroom is a zoo. The class is divided into three groups: animals, keepers, and visitors. One child acts the part of a lion, and another child his keeper. There may be several "big animals" and "keepers." Each keeper stands next to his charge and explains in turn: "I am a zoo keeper. My job is to take care of the lion. I make sure that he has enough water and raw meat to keep him well." The animal makes appropriate sounds and motions. Another keeper says, "I am a zoo keeper. My job is to take care of the elephant. I make sure that he has enough water, hay, and fresh fruit to keep him well. I give him peanuts for a treat. I keep his cage clean." And the other keepers speak concerning their charges, and their charges look happy when they are fed by their keepers.

Then the keepers go away and the visitors come in. They rush to the animals and begin to feed them all kinds of food. The visitors leave the zoo. The animals begin to make sounds of distress. The keepers come running and find all their animals sick and unhappy.

Moral: The lion keeper knows how to take care of the lion, the elephant keeper knows how to take care of the elephant, and the other caretakers know what their animals need. They know their jobs well. The visitors do not know what kind of food is right for the animals, and so the animals become sick.

14. To demonstrate the division of work in the world, the class can prepare a display of different groceries coming from faraway countries. (Either real food or empty containers will do.) Children should discuss what would happen if we had to produce in our community goods such as bananas and coffee, which are now produced in faraway hot countries. How much steel and glass and how much heat would be necessary to build greenhouses and keep them warm to produce the coffee and bananas that we consume? The children can then discuss why hot countries produce them faster and better.
15. To help the children discover that the family's work is divided differently in different parts of the world, the teacher can have the

class look at pages 184 and 185 of the text. To bring out the differences, the teacher should ask such questions as: Which member of the Eskimo family builds the house? Which member of the Bushman family builds the house? Which member of the Pueblo family grinds the corn? Which member of our family does the cooking? The teacher would then proceed to a discussion of how the division of labor in each of the families pictured helps them to do the work faster and better. The teacher should also call the children's attention to the activities of the children shown in each picture. (The American children are playing, and the children in each of the other scenes are producing services.) The class should discuss the question of why the children in other countries have to be producers as well as consumers.

6. To introduce the subject of authority in the family, the class can discuss the various jobs that children do at home. The discussion should develop the following points.

- a) Why is it important that children help at home?
- b) Why is it important that they do jobs that the parents assign?
- c) Why is it better that the father or mother assign the job?
- d) Why do you obey your parents rather than other parents? (This should bring out the idea that children look on their parents as the source of authority.)
- e) Sometimes, when your father and mother go away, they ask your older brother or sister or a baby sitter to take care of you. Why do you have to mind them? (Delegated authority.)

7. The following activities can be completed in the Activity Book.

- a) 5A: "How Did This Family Divide the Labor?" The children will probably produce a variety of combinations of task assignments. Discussion can bring out the relative merit of each combination, determining which assignments are most appropriate and most efficient.
- b) 5B: "Whom Does Our Family Depend On?" The children should see through later discussion that they depend, even if only indirectly, on all the people pictured, but that their dependence on a performer for entertainment is not the same as their dependence on a doctor for medical care.

Stories, Poems, Songs

Gone Is Gone

by Wanda Gag

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And it is the story of a man who wanted to do housework.

This man, his name was Fritzl—his wife, her name was Liesi. They had a little baby, Kinndli by name, and Spitz, who was a dog.

They had one cow, two goats, three pigs, and of geese they had a dozen. That's what they had.

They lived on a patch of land, and that's where they worked.

Fritzl had to plow the ground, sow the seeds, and hoe the weeds. He had to cut the hay and rake it too, and stack it up in bunches in the sun. The man worked hard, you see, from day to day.

Liesi had the house to clean, the soup to cook, the butter to churn, the barnyard and the baby to care for. She, too, worked hard each day, as you can plainly see.

They both worked hard, but Fritzl always thought he worked harder. Evenings when he came home from the field, he sat down, mopped his face with his big red handkerchief, and said: "Hu! How hot it was in the sun today, and how hard I did work. Little do you know, Liesi, what a man's work is like, little do you know! Your work, now, 'tis nothing at all."

"Tis none too easy," said Liesi.

"None too easy!" cried Fritzl. "All you do is putter and potter around the house a bit—surely there's nothing hard about such a thing."

"Nay, if you think so," said Liesi, "we'll take it turn and turn about tomorrow. I will do your work, you can do mine. I will go out in the fields and cut the hay, you can stay here at home and putter and potter around. You wish to try it—yes?"

Fritzl thought he would like that well enough—to lie on the grass and keep an eye on his Kinndli-girl, to sit in the cool shade and churn, to fry a bit of sausage and cook a little soup. Ho! that would be easy! Yes, yes, he'd try it.

Well, Liesi lost no time the next morning. There she was at peep of day, striding out across the fields with a jug of water in her hand, and the scythe over her shoulder.

And Fritzl, where was he? He was in the kitchen, frying a string of juicy sausage for his breakfast. There he sat, holding the pan over the fire, and as the sausages were sizzling and frizzling in the pan, Fritzl was lost in pleasant thoughts.

"A mug of cider now"—that's what he was thinking. "A mug of apple cider with my sausage—that would be just the thing."

No sooner thought than done.

Fritzl set the pan on the edge of the fireplace and went down into the cellar, where there was a big barrel full of cider. He pulled the bung from the barrel and watched the cider spurt into his mug, sparkling and foaming so that it was a joy to see.

But hulla! What was that noise up in the kitchen—such a scuffle and clatter! Could it be that Spitz-dog after the sausages? Yes, that's what it was, and when Fritzl reached the top of the stairs, there he was, that dog, dashing out of the kitchen door with the string of juicy sausages flying after him.

Fritzl made for him, crying, "Hulla! Hulla! Hey, hi, ho, hulla!" But the dog wouldn't stop. Fritzl ran, Spitz ran too. Fritzl ran fast, Spitz ran faster, the end of it was that the dog got away, and our Fritzl had to give up the chase.

"Na, na! What's gone is gone," said Fritzl, shrugging his shoulders. And so he turned back, puffing and panting, and mopping his face with his big red handkerchief.

But the cider now! Had he put the bung back in the barrel? No, that he hadn't, for here he was still holding the bung in his fist.

With big fast steps Fritzl hurried home, but it was too late, for look! The cider had filled the mug and had run all over the cellar besides.

Fritzl looked at the cellar full of cider. Then he scratched his head and said, "Na, na! What's gone is gone."

Well, now it was high time to churn the butter. Fritzl filled the churn with good rich cream, took it under a tree and began to churn with all his might. His little Kinndli was out there too, playing moo-cow among the daisies. The sky was blue, the sun right gay and golden, and the flowers, they were like angels' eyes blinking in the grass.

"This is pleasant, now," thought Fritzl as he churned away. "At last I can rest my weary legs. But wait! What about the cow? I've forgotten all about her and she hasn't had a drop of water all morning, poor thing."

With big fast steps Fritzl ran to the barn, carrying a bucket of cool fresh water for the cow. And high time it was, I can tell you, for the poor creature's tongue was hanging out of her mouth with the long thirst that was in her. She was hungry too, as a man could well see by the looks of her, so Fritzl took her from the barn and started off with her to the green grassy meadow.

But wait! There was that Kinndli to think of—she would surely get into trouble if he went out to the meadow. No, better not take the cow to the meadow at all. Better keep her nearby on the roof. The roof? Yes, the roof! Fritzl's house was not covered with shingles or tin or tile—

it was covered with moss and sod, and a fine crop of grass and flowers grew there.

To take the cow up on the roof was not so hard as you might think either. Fritzl's house was built into the side of a hill. Up the little hill over a little shed, and from there to the green grassy roof. That was all there was to do and it was soon done.

The cow liked it right well up there on the roof and was soon munching away with a will, so Fritzl hurried back to his churning.

But hulla! Hui! What did he see there under the tree? Kinndli was climbing up on the churn—the churn was tipping! spilling! falling! And now there on the grass lay Kinndli, all covered with half-churned cream and butter.

"So that's the end of our butter," said Fritzl, and blinked and blinked his blue eyes. Then he shrugged and said, "Na, na! What's gone is gone."

He picked up his dripping Kinndli and set her in the sun to dry. But the sun, now! It had climbed high into the heavens. Noontime, it was, no dinner made, and Liesi would soon be home for a bite to eat.

With big fast steps, Fritzl hurried off to the garden. He gathered potatoes and onions, carrots and cabbages, beets and beans, turnips, parsley and celery.

"A little of everything, that will make a good soup," said Fritzl as he went back to the house, his arms so full of vegetables that he could not even close the garden gate behind him.

He sat on a bench in the kitchen and began cutting and paring away. How the man did work, and how the peelings and paring did fly!

But now there was a great noise above him. Fritzl jumped to his feet.

"That cow," he said, "she's sliding around right much up there on the roof. She might slip off and break her neck."

Up on the roof once more went Fritzl, this time with loops of heavy rope. Now listen carefully, and I will tell you what he did with it. He took one end of the rope and tied it around the cow's middle. The other end of the rope he dropped down the chimney and this he pulled through the fireplace in the kitchen below.

And then? And then he took the end of the rope which was hanging out of the fireplace and tied it around his own middle with a good tight knot. That's what he did.

"Oh yo! Oh ho!" he chuckled. "That will keep the cow from falling off the roof." And he began to whistle as he went on with his work.

He heaped some sticks on the fireplace and set a big kettle of water over it.

"Na, na!" he said. "Things are going as they should at last, and we'll soon have a good big soup! Now I'll put the vegetables in the kettle—"

And that he did.

"And now I'll put in the bacon —"

And that he did too.

"And now I'll light the fire —"

But that he never did, for just then, with a bump and a thump, the cow slipped over the edge of the roof after all; and Fritzl — well, he was whisked up into the chimney and there he dangled, poor man, and couldn't get up and couldn't get down.

Before long, there came Liesi home from the fields with the water jug in her hand and the scythe over her shoulder.

But hulla! Hui! What was that hanging over the edge of the roof? The cow? Yes, the cow, and half choked she was, too with her eyes bulging and her tongue hanging out.

Liesi lost no time. She took her scythe — and ritsch! rotsch! — the rope was cut, and there was the cow wobbling on her four legs, but alive and well, heaven be praised!

Now Liesi saw the garden with its gate wide open. There were the pigs and the goats and all the geese, too. They were all full to bursting, but the garden, alas, was empty.

Liesi walked on, and now what did she see? The churn upturned, and Kinndli there in the sun, stiff and sticky with dried cream and butter.

Liesi hurried on. There was Spitz-dog on the grass. He was full of sausages and looked none too well.

Liesi looked at the cellar. There was the cider all over the floor and halfway up the stairs besides.

Liesi looked in the kitchen. The floor! It was piled high with peelings and parings, and littered with dishes and pans.

At last Liesi saw the fireplace. Hu! Hulla! Hui! What was that in the soup kettle? Two arms were waving, two legs were kicking, and a gurgle, bubbly and weaklike, was coming up out of the water.

"Na, na! What can this mean?" cried Liesi. She did not know (but we do — yes?) that when she saved the cow outside, something happened to Fritzl inside. Yes, yes, as soon as the cow's rope was cut, Fritzl, poor man, he dropped down the chimney and crash! splash! fell right into the kettle of soup in the fireplace.

Liesi lost no time. She pulled at the two arms and tugged at the two legs — and there, dripping and spluttering, with a cabbage leaf in his hair, celery in his pocket, and a sprig of parsley over one ear, was her Fritzl.

"Na, na, my man!" said Liesi. "Is that the way you keep house — yes?"

"Oh, Liesi, Liesi!" sputtered Fritzl. "You're right — this work of yours, 'tis none too easy."

"'Tis a little hard at first," said Liesi, "but tomorrow, maybe, you'll do better."

"Nay, nay!" cried Fritzl. "What's gone is gone, and so is my housework from this day on. Please, please, my Liesi — let me go back to my work in the fields and never more will I say that my work is harder than yours."

"Well, then," said Liesi, "if that's how it is, we surely can live in peace and happiness for ever and ever."

And that they did.

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Books

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TUDOR, TASHA. *Becky's Birthday*. New York: Viking, 1960. A beautifully illustrated picture book of a farm family's life long ago (not a pioneer family). The story shows the interdependence that comes from dividing the work.

Films

Family Teamwork. 17 min., sound, color, Frith Films. The film shows the teamwork in a German family of five who specialize in raising prize milk goats. Twelve-year-old Bill and teen-age Barbara help with the housework and feed and milk the goats. The parents provide for the family's needs and help the children get their goats ready to show at 4-H exhibits. Little Patty, age five, tries to entertain as she helps the others.

Records

Happy Instruments. C. L. 1026.

Rusty in Orchestraville. CAP. L. 3007. Both records illustrate the part that each instrument plays in producing orchestrated music. They may be used as the basis for discussions of how important the division of labor is to an orchestra. The children might act out playing the various instruments, with the teacher "conducting." Perhaps in this game the children will better sense the division of labor and its interdependence (in this case resulting in orchestra music).

Lesson 6

Tools and Machines

Purpose of the Lesson

1. To help pupils discover that tools help us produce faster and better.
2. To show that there are simple tools and complicated tools and that both are very important.
3. To show that man is unique because he invents tools and machines and improves them.
4. To show that people have to learn how to use tools and machines.
5. To help pupils understand that tools and machines must be properly maintained.

Reinforcing the Recorded Lesson

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. What are some of the tools that we have in our homes?
2. Why are tools important?
3. What tool did Granny have in the story?
4. Why was Granny's needle important? (It was the only needle in town, and with it Granny could mend people's clothes, the blacksmith's apron, and the miller's grain sacks.)
5. What tool do we have today that would have helped Granny to do her work faster? (The sewing machine.)
6. Could a person use the sewing machine if its needle were lost? (No; the sewing machine is made up of many simple tools, including the needle—a wedge—and it needs them all to work properly. The needle is a very small part, but without it the machine cannot sew.) This might be a good place for the teacher to emphasize that machines are really combinations of simple tools.

7. Could just anybody have helped the townspeople with Granny's needle? (No, only those who learn how to use a needle can sew with it.)
8. Why is it important to learn how to use tools? (If people do not know how to use tools, the tools are useless or can become dangerous.)
9. Why should people take care of their tools? (Because then they can use them longer.)
10. The teacher can discuss with the children how men differ from animals in that they can invent and use machines. (Animals use their paws, wings, teeth, and bills as tools to perform certain tasks, but animals do not *make* tools. Men use their brains to invent tools and machines, and they try to improve their tools all the time. Birds do not change the design of their nests in order to make them better, but men try to improve their homes. Birds can fly naturally, but men have learned how to make airplanes that fly higher and faster than any bird.)

Activities

1. The teacher can ask the children to tell about the tools or machines in their homes and why they are used. The awkwardness of working without tools or machines could be shown by having the children act out or draw the following scenes: picking up leaves with hands, raking leaves; picking up dirt in the house, using a broom; driving a nail with a fist, driving a nail with a hammer; breaking off grass with the hands, cutting grass with a lawn mower; breaking a piece of wood, sawing a piece of wood; using hands to hold water to drink, drinking water from a glass.
2. As an introduction to science, the teacher can point out to the class that some tools are simple and others complicated. The class might want to prepare an exhibition of the six simple tools: screw, lever, wheel, pulley, inclined plane, and wedge.

The children can show how these tools are used and tell stories about how they help us work faster and better. They can then prepare a second exhibition of familiar tools and discuss the part the simple tools play in them (for example: screws in vises and monkey wrenches, wheels in eggbeaters and wagons, pulleys in blinds and drapes, levers in pliers and wrenches).

Finally the teacher can display models of more complicated tools so that the children may discover the part that simple tools play in today's complicated machines. They can investigate a toy motorboat or airplane (the propeller is an inclined plane), a phonograph (wheels and lever arm), a toy crane (pulley and lever), and so on, to discover the simple tools that they contain.

3. With the teacher's help, the class might tell stories about how hard it would be and how much time it would take if they had to carry water in a bucket from a well (a long distance in all kinds of weather); sweep a whole house with a broom; wash, rinse, and wring clothes by hand for a big family; mow a lawn with a scythe. Then the children might try to tell why today's tools are better and how they do the job faster and with less effort than the tools of long ago.
4. The teacher can have the children look at page 186 of the text, which shows the history of the hammer, starting with the use of a stone and ending with the development of the electric hammer. Children can describe how the tool has been improved at each stage of development and how the improvements have helped us to do work faster and better. The picture sequence can also be used to reinforce the idea that man constantly seeks to improve his tools so that he may have a more comfortable life.
5. To help the children discover that in many parts of the world people still use simple tools, the teacher can have them look at page 187 of the text. The teacher should be sure that they understand what is taking place in each picture (the Eskimo is making fire, the woman grinding grain, and so on). Then the class can discuss how the tools pictured are helping the people to do their jobs and what new or improved tools and machines we would use to help us with the same jobs. After the children have discovered the difference between our tools and those pictured, they may want to discuss why people who use only simple tools must work a long time to produce only a little.
6. The teacher can read the story "The Little Red Wagon" to the class. The story describes how much easier it is to do a job with the help of machines. It also emphasizes the importance of taking good care

of tools and machines. After reading the story, the teacher can ask: "Who can tell about other machines around the home that help us to do a job faster and better?" After each answer the pupils can discuss how the tool or machine helps to do work and how one takes good care of it.

7. The teacher can read the story "Robbie Finds a Friend" to the class. The story describes a young child's bewilderment when he is confronted with the task of running the flag up a flagpole. After deliberating on how to climb the pole in order to attach the flag, Robbie's "friend" comes to his rescue and points out how a simple tool, the pulley, makes an easy chore of it. The class can discuss other common uses for the pulley. The discussion can easily lead to the discovery that simple tools play a very important part in our lives.
8. The class can tell stories about what happens to people who do not learn how to use tools properly. For example, the teacher might ask: "What can happen to a little boy who does not know how to use a hammer? What can happen to a man who does not know how to drive an automobile well? What can happen to a phonograph machine or to a TV set if you do not know how to work it properly?" The stories may bring out the point that while human beings can do a job in many ways, a machine can do it in only one way. Men have to learn how to use the machine in that one way. If man does not learn to use the machine in that way, the machine can break down or become dangerous.
9. To expose the children to a creative experience, the teacher can ask them to draw pictures of a tool or machine that they would like to invent. They might tell a story about how it could make work easier or life more pleasant. The class could prepare a display of their inventions.
10. The following activities can be completed in the Activity Book.
 - a) 6A: "Tools Help Us Produce Faster and Better." The pupils should be able to select the tool that would make the job easier, and understand just how it does so.
 - b) 6B: "Better Tools Help Us Produce Faster and Better." The children should see the relation between the hand tools and the machines and know in what way the machine is an improvement of the hand tool. The discussion should bring out the point that hand tools have their place and machines have their place. For example, it would be foolish to use a big tractor in

a small garden, where a spade or a trowel work much better.

- c) 6C: "Tools and Machines Need Care." Pupils should recognize that tools and machines must be given proper care if they are to be of continuing use to us.

Stories, Poems, Songs

The Little Red Wagon

by Jeanne Stoner

"Oh, Ralphy, wait, put it down! I can't hold it another minute!"

Ralph and Tommy carefully lowered the big cardboard box to the sidewalk. It was so heavy. It was full of empty bottles. Ralph and Tommy were taking them back to the store for Ralph's mother. She told them they could have the money the storekeeper would pay for the bottles. They were going to be rich—if they could ever get the bottles to the store without breaking them. The box was so very heavy they had to stop every few steps and put it down.

"Gee, Tommy," said Ralph, "how are we ever going to carry this all the way to the store? We've had to put the box down twice already, and we're still on my front walk."

"I don't know how," said Tommy. He sounded very discouraged.

"I know how," said a bright little voice.

"What did you say, Ralphy?" asked Tommy.

"I didn't say anything," Ralphy answered.

"Well, somebody said something."

The boys looked all around, but there was no one to be seen.

"I'll be glad to help you," said the little voice. The boys couldn't believe their ears. Ralphy's little red wagon was sitting in the grass right near them, and that is where the voice came from!

Ralphy and Tommy walked over to the wagon.

"Uh, excuse me, but did you say something?" asked Ralphy.

"Yes," said the little red wagon, "I said I'd be glad to help you. I'm good for games and fun, but I'm also a very good tool if you know how to use me. Just put the box on my back and you'll see!"

The little red wagon was just as good as its word. Ralphy and Tommy put the great big box of bottles on the wagon, and their troubles were over. It was no work at all to get the bottles to the store with a good tool like their little red wagon to help them. Ralphy pulled the wagon, and

Tommy steadied the box, and not one bottle got broken. Mr. Bates, the storekeeper, paid them for the bottles. They each got twenty-two cents.

"Oh, boy!" said Tommy. "Let's go to the ice-cream store."

"O.K.," said Ralphy. "Come on, I'll race you!"

"Let me come, too!" called the little red wagon, but Tommy and Ralphy were so excited that they didn't even hear the little voice this time. Off they raced without the little red wagon. It was left all alone standing in front of the grocery store.

After they bought some ice-cream cones, the boys went to the park. And what an afternoon they had! They went on the big slide; they played on the monkey bars; and they sent their swings so high they felt they were flying. They were just deciding what they could do next, when big clear drops of rain began to fall.

"Come on, Tommy, we'd better get home before we're soaked," called Ralphy, and off they went.

It wasn't until the next afternoon that Ralphy thought about his little red wagon. He ran as fast as he could all the way to the store. There stood the little red wagon, just where he had left it. It looked so sad, and there was water standing in it from the rain. It was all muddy, and there were spots of rust on the sides. The wheels would hardly turn. The poor little red wagon! It had lost its cheery little voice. It couldn't even say hello. Ralphy was so ashamed. He picked the wagon up and carried it home. He kept thinking about how the little red wagon had helped him, and how thoughtless he had been. Now his little red wagon was ruined and it was all his fault.

After dinner that evening, Father said, "What's wrong, Ralphy? You look as if you had lost your best friend."

Ralphy could hardly keep back the tears. He told his father what he had done.

"Well, Ralphy, I wasn't far wrong. When we don't take care of our tools and machines, we do lose good friends. We must learn how to use tools, and how to take care of them. Then we will have good friends to help us all our lives. I think your little red wagon has taught you that now."

Ralphy nodded his head.

"Well," said Father, "if you have learned your lesson, I think this time we can fix your wagon up as good as new. Let's go out to the garage and take a look at it."

Father and Ralphy worked on the little red wagon until it was bedtime. They scraped all the rust off and they painted it with new red paint. Father oiled the wheels and Ralphy washed the tires. The little red wagon sparkled. It was happy again, because now it could help Ralphy whenever he needed it.

Robbie Finds a Friend

by Frances Engelbrecht

There was a feeling of excitement in the air at the Martin home. The children had dressed hurriedly and were eating breakfast. John Martin kept a watchful eye on the clock, for it was the opening day of school. He must not be late, because the principal, Mr. Wells, had asked him to come early to help with last-minute details. Robbie Martin, aged six, thought it must be wonderful to be so grown up and so important. He thought it must take forever to get to be twelve years old and become as important as John. Robbie knew he could help John with some of his important duties, if only John would let him try.

Robbie ate his breakfast in silence as he thought to himself, How can I make John understand that I'm not a baby anymore? I'm six years old and I can do lots of things. Finally Robbie blurted, "I'll bet you have a lot to do this morning, John."

"Yep," mumbled John as he ate his cereal.

"I mean I bet you really have an awful lot to do this morning," continued Robbie.

"That's right," muttered John as he almost gulped the last of his milk.

"What do you have to do?" asked Robbie.

"Oh, lots of things," replied John as he left the breakfast table.

"Well, just what?" persisted Robbie.

"Oh, Mr. Wells wants me to take messages and deliver things to teachers and—well—oh, yes, raise the flag and—well, just anything that he finds for me to do."

"I could help carry things and take messages to teachers," said Robbie eagerly as he followed John into the living room.

"No, you're too little, and besides, you don't know how to read. How could you find the names of the teachers on the doors?"

Robbie was sad when he heard this. But then he remembered what day it was. It was the day he had been looking forward to all summer. It was to be his first day in first grade! Maybe by tonight after school he would know how to read. Then John couldn't say what he had just said.

John picked up his books and started toward the door. Robbie quickly forgot about the reading and ran after him.

"John! John, I could help you raise the flag!"

John, who was exasperated at this point, said, "O.K., you can come along. But remember, you have to do what I tell you to do. Understand?"

"Oh, I will," promised Robbie.

Soon they were on their way to school and Robbie's heart was full of excitement, and he even dared to feel a little important to think that

John would let him help.

They arrived at school and walked into the office. John went to a cupboard and took out the flag just as Mr. Wells walked in carrying a stack of books.

"Good morning, John. I see you have an assistant."

"Good morning, Mr. Wells. This is my brother, Robbie. He wanted to help me, and he promised to mind me and not get in the way," John explained almost apologetically.

"Good morning, Robbie. I think it is very nice that you want to help your brother. Now, John, before you go out to put up the flag, I would like to have you take these books to Miss Craig. Then come back to the office, because I have a special bulletin I want you to take to each teacher."

"Yes, sir, Mr. Wells," said John. He turned to Robbie.

"You take the flag and carry it carefully out to the flagpole and wait for me. And don't forget, the flag must never touch the ground; so don't drop it."

"I won't drop it, John, and I'll wait for you right by the flagpole."

Robbie cautiously walked out to the flagpole with a wonderful feeling of importance. He stood there for a few minutes and then decided to sit down to wait. As he sat, he kept looking toward the school door, wondering why John didn't hurry. If he didn't come soon, surely it would be time for school to begin. He looked at the flagpole and his eyes followed it up, up, way up to the very top. It almost seemed to touch the fleecy white clouds in the sky. Robbie stood up and looked at the ropes. He started to lay the flag on the ground but quickly remembered John's words, "Don't let the flag touch the ground."

He looked up the pole again and saw two metal holders. Those must be to clamp into the metal rings on the flag, thought Robbie. But how could he possibly reach the metal holders, fasten them, and raise the flag? Even John wasn't tall enough to reach the fasteners. Finally Robbie stood on the cement base of the flagpole, clutching the flag under one arm and stretching the other arm with all his might toward the clamps. Suddenly Robbie realized that even Mr. Wells couldn't reach them. How could anyone get the flag up there? Robbie looked up and down the flagpole and thought and thought.

At last he decided that he would have to climb the pole, fasten the clamps on the flag, and climb down. He gazed at the school door to see whether John was coming, but John wasn't in sight. I'll try, thought Robbie, and won't John be surprised if I raise the flag for him?

Carefully clutching the flag, he tried to climb the pole. He could manage to lift himself a little way up the pole, but when he tried to pull himself up higher, he had a feeling that he might drop the flag. This he must not risk, for John had said, "Never let the flag touch the ground."

Robbie was hanging on with all his might when all at once he heard a friendly voice call, "Robbie, do you need some help?"

Robbie looked toward the school building to see Mr. Wells walking toward the flagpole. Robbie suddenly felt ashamed and could just imagine what John would say to him. Mr. Wells carefully lifted him down from the flagpole.

"I—I just wanted to raise the flag so I could help John," said Robbie, trying to choke back the tears.

"We will both help John, Robbie. You and I will raise the flag."

Robbie gave a sigh of relief and asked, "Can you climb that pole, Mr. Wells?"

Chuckling to himself, Mr. Wells replied, "No, Robbie, I don't think that I could climb that pole either, but I'll show you a much easier way to raise the flag."

Mr. Wells unwound the rope from two hooks and began to pull one rope. Much to Robbie's surprise the clamps that he had tried so desperately to reach were slowly lowered until they were right before him.

"Gee, that was easy!" said Robbie. "Now I can clamp these on the flag."

"That's right, Robbie, but be sure to fasten the top clamp on the hole near the stars. Otherwise the flag will be flying upside down. The blue field with the white stars must always be at the top."

Mr. Wells helped Robbie fasten the clamps onto the flag and Robbie carefully held the flag so that it would not touch the ground. Then Mr. Wells slowly pulled one of the ropes until the flag unfolded from Robbie's arms and was partway up the pole.

"Now, Robbie, you pull the rope and raise the flag to the top of the pole."

Robbie eagerly grasped the rope and began to pull.

"This sure beats climbing the pole," he said. "What makes the rope pull the flag up so easily?"

"A simple little machine called a pulley, Robbie. A pulley is just a wheel with a groove around the edge, and the rope fits into the groove. When you pull the rope, the wheel turns round and the rope raises the flag up to the top of the pole."

"Gee—" said Robbie. "John will really call me a dummy."

"We'll just keep this our secret, Robbie, and I know you will soon be discovering many ways a pulley can help to make work easier."

Just then Robbie saw John walking toward the flagpole. His heart beat faster for a moment. What if Mr. Wells would give away their secret? Mr. Wells glanced at John as he fastened the rope securely on the hooks and said, "John, it was nice of you to bring Robbie along. We have the flag raised, and I do have some more errands for you to run."

As they walked toward the school building, Mr. Wells winked at Robbie

and said, "John, your brother has discovered a valuable new friend this morning." John looked rather puzzled. Robbie smiled at Mr. Wells and replied, "I've found two new friends."

Bibliography

Books

BEIM, JERROLD. *Tim and the Tool Chest*. New York: Morrow, 1951.

Although for second-to-fourth-grade readers, this book about several boys' attempts to build a house of their own can be read to younger children to stimulate a discussion about the care and handling of tools.

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Short captions under good illustrations show how simple machines are made up of simple tools.

ELTING, MARY. *Machines at Work*. Garden City, N.Y.: Doubleday, 1951.

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LEAVITT, JEROME. *The True Book of Tools for Building*. Chicago: Children's Press, 1955.

For first and second grades, a text describing different building tools and hand tools. No story.

LEWELLEN, JOHN. *Tommy Learns to Drive a Tractor*. New York: Crowell, 1958.

Tractors help the farmer to do many farm jobs faster—after he learns how to run the tractor.

SCHWARTZ, JULIUS. *I Know a Magic House*. New York: McGraw-Hill, 1956.

The teacher could read the story and then use the idea of the "magic" of tools as the basis for a discussion with the class.

SHARP, ELIZABETH, N. *Simple Machines and How They Work*. New York: Random House, 1959.

For the second grade, but the teacher might read the short, clear explanations of the basic machines and the accompanying demonstrations to the class.

SYROCKI, B. J. *What Is a Machine?* Chicago: Benefic Press, 1960.

S basic machines described in a simple but informative text.

TIPPETT, JAMES. *Tools for Andy*. New York: Abingdon, 1951.

For second-grade reading, but the teacher may read it to the class.

VICTOR, EDWARD. *Machines*. Chicago: Follett, 1962.

A little book about simple machines. About second-grade reading text with attractive illustrations.

NNER, FEENIE. *Wonderful Wheels*. Los Angeles: Melmont, 1960. A second-grade reading text traces the role of wheels from the potter's wheel to complex machines of today.

Films

How Machines and Tools Help Us. 1954, 10 min., sound, b & w \$55, color \$160, Coronet. The film demonstrates that man has ways of making work easier with the aid of simple tools and engines, and by harnessing wind and water. After showing the film, the teacher can discuss the following questions with the class: Did Father and Jack do useful work? What do we call them? (Producers.) What do we call the wheelbarrow? (A tool.) Why should we work with tools and machines? What are some of the tools Father and Jack used when they were building the fireplace? What other tools did you see in the film?

Machines. 1950, 8 min., sound, b & w \$49.50, rental \$4.50, Gateway. Examples of simple machines and how they lighten man's work—the

wheel, axle, lever, inclined plane, wedge, screw, and pulley. For very young children.

Safe Use of Tools. 1/2 reel, 5 1/2 min., b & w \$25, color \$60, Encyclopaedia Britannica Films. Such tools as knives, saws, files, rakes, and shovels need not be dangerous if children are taught to handle them with caution. Here are the rules for their safe use.

South Pacific Island Children. 11 min., b & w \$60, color \$120, Encyclopaedia Britannica Films. Pictures of family life in Vit Levu, largest island of the Fiji group. The film shows members of a native family at a variety of daily activities—fishing, attending school, tending their gardens, and constructing a house. The family uses simple tools and the film can therefore be used as a good basis for a class discussion of why people who use only simple tools must work a long time to produce only a little.

Lesson 7

Families Sometimes Work in Their Free Time

Purpose of the Lesson

1. To help pupils discover that the time saved through the division of labor and the use of tools in the home can be used to produce more goods and services at home.
2. To show that families sometimes save money by producing goods and services for themselves.
3. To help pupils discover that it sometimes costs families more to produce goods and services for themselves at home than it would if they were to buy the goods and services outside the home.
4. To help pupils discover that by producing goods and services for themselves at home, members of the family give up time that might have been spent in doing other work or enjoying leisure.
5. To help children understand that whether members of the family use their free time for work or for leisure depends on personal preferences.
6. To help children understand that the kind of work that members of the family do in their free time depends on personal preferences.

Reinforcing the Recorded Lesson

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. Why didn't Father have any household chores on Saturday? (The modern machines in the home, such as the automatic furnace, meant less work for Father.)
2. How did Joan and Bill's family save money?
3. Would the family have saved money if Father had stayed home from work to fix the sled? (It depends on the wages Father would lose by staying home.)

4. Did Father have to give up something when he repaired the sled for Joan and Bill?
5. Why did Father give up hunting to repair the children's sled? (Because Father thought it was more important to help the children and to save money than to go hunting.)
6. Why was Father able to repair the sled so quickly? (He divided the labor with the children. They helped him assemble his materials. Also, Father knew how to use the tools very well.)
7. How did Sally's mother get the housework done faster and better? (By dividing the work among members of the family and by using tools and machines.)
8. What were some of the things that Sally's mother did with the time she saved?
9. How did the time that Sally's mother saved help save money for the family?
10. How did she save money by sewing Sally's dress?
11. Sally's dress cost fifteen dollars in the store. Did Sally's mother save fifteen dollars by sewing the dress? (No, because she had to spend money for the material, the pattern, etc.) The teacher should explain that producing at home sometimes costs more than is realized. If in the story, "Sally's new Dress," Mother had stayed up late at night and used more electricity and heat, these would have added to the cost of producing the dress. The cost would have been even higher if the family had been forced to eat meals out because Mother was spending so much time sewing that she could not prepare meals. If Mother had been a seamstress, she might have earned a lot of money by sewing clothes for other people. She might have earned more than she could have saved on Sally's dress. Then she would have been wiser to buy Sally's dress in the store.

1. The class might discuss how their fathers use their free time: The teacher asks those children whose fathers do chores at home in the evenings or on weekends to raise their hands. Then the teacher calls on individual children and asks them to tell stories about their fathers' free-time work. The children draw pictures of their fathers doing useful work in their free time. The pictures could be displayed under the title "Our Fathers Do Useful Work in Their Free Time."

2. The teacher can read the story "Daddy Can Fix It" to the class. After reading the story, the teacher can use the following questions as a basis for discussion: What did Sally's father do with his free time in the story? (Repaired the skate and the doll buggy.) Did he do useful work? Did he save money by repairing the toys? (Yes, because otherwise he would have had to pay a repairman.) What else could Sally's father have done with the time he spent repairing the toys? Similar questions can be asked concerning Sally's mother and the mending of the rag doll.

3. The children can act out the playlet "Should Father Fix the Sink?" This playlet illustrates that people can save money when they use their time and skill to best advantage. Father would have been foolish if he had stayed home from his job and lost his pay just to fix the sink. If the income he earned from his job was more than he would have paid the plumber, then he would have been better off to pay the plumber. It does not pay to be penny-wise and pound-foolish.

The children might vary the playlet by showing what would happen if Father wanted to repair the sink but did not know how: While tinkering with the pipes, Father loosens a wrong pipe and the basement is flooded with water. The washing machine and furniture stored in the basement are damaged. The family loses more money by Father's mistake than it would have cost to have the plumber come.

For best results, do not insist that your players memorize the lines. Read them the play and be certain that they understand the story line and the explanation. As long as the economic points are gotten across, deviations and additions can be encouraged to make the play as original as possible.

4. The teacher and the class can discuss the meaning of the proverb "A penny saved is a penny earned." When members of the family

use their free time to produce goods or services instead of buying them outside the home, they may save money. This is the same as if they had earned the money that they saved. To demonstrate this proverb, the class can act out the following scenes.

SCENE I. The father is dozing in a chair. The mother is reading a newspaper. A little boy runs in crying with a broken toy airplane. The boy awakens his father and asks him to fix the toy. The father is too tired to fix it and asks the boy how much a new airplane would cost. The boy answers, "A dollar." His father then asks the mother to take a dollar from the cookie jar and give it to the boy for a new airplane. The mother sees that there is only one dollar left in the cookie jar and says, "This is our last dollar for spending money this week. When this is gone we can't buy anything else." The boy takes the dollar and runs off to buy a new airplane.

At this point another child, playing the master of ceremonies, steps forward and suggests, "Let's put the dollar back into the cookie jar and see how the family might have saved it."

SCENE II. The setting is the same as in Scene I. The father is dozing in a chair, the mother reading a newspaper. The little boy again runs in crying with the broken airplane and awakens his father. The father asks, "How much would a new toy be?" and the child replies, "A dollar." This time, however, the father decides to fix the toy and explains to the boy that he will not have to buy a new one. The father then goes to a drawer, takes out the glue, and fixes the airplane, telling the boy that as soon as the glue is dry the airplane will be just like new.

The child who plays the master of ceremonies now goes to the cookie jar and, taking out the dollar, explains to the class that the boy has a good toy and the family still has the dollar, with which it can buy something else. By fixing the toy at home in Father's free time, the family has earned a dollar.

5. Again to demonstrate that a penny saved is a penny earned, the children can act out other playlets on the theme presented in Activity 4. For example:

SCENE I. A little girl comes in with a torn dress and complains about it to her mother. The mother tells the child not to worry, because the mother has five dollars spending money left this week that she can spend for a new dress. The mother goes to the cookie jar and takes out the five dollars. Then both mother and daughter put on their coats and go out to shop for a new dress.

At this point the child playing the master of ceremonies will

step forward and suggest, "Let's put the five dollars back in the cooky jar and see how the family might have saved it."

SCENE II. The same setting. The girl again comes in to tell her mother about the torn dress. This time, however, the mother explains that a new dress would cost five dollars and that that is a great deal of money. The mother says that instead of buying a new dress, she will mend the tear. She then gets a needle and thread from her sewing kit and starts to mend the dress.

The child who plays the master of ceremonies now goes to the cooky jar and, taking out the five dollars, explains to the class that if the mother in the playlet had not mended the dress, the five dollars would not be there. But now the family has the five dollars to spend on something else. By mending the dress at home, the mother has earned five dollars for the family.

6. The teacher can have the class look at page 188 in the text. The three scenes pictured can be used as the basis for a discussion of how Father would best save money: by repairing the chair, by paying a repairman, or by buying a new chair. On the surface it will probably seem that it would be cheapest for Father to repair the chair, since in the other two situations Father is seen paying money to someone else. To help the children discover that the apparently cheapest is not always the cheapest in fact, and to emphasize the idea that Father might have done something else with the time spent repairing the chair, the teacher might raise the following questions for discussion: What else might Father do with the time spent repairing the chair? Would Father have to buy expensive tools to repair the chair properly? Would Father have repaired the chair as well as the workman would have? Is the chair as good as a new chair would be?
7. To reinforce the idea that by producing goods and services for themselves at home, members of the family give up time that might have been spent in doing other work or enjoying leisure, the teacher can have the class look at page 189 in the text. In discussing the pictures, the class should give careful consideration to the arguments for each activity. Watching television or playing ball, Johnny would be enjoying himself, but delivering papers or groceries he would be earning money that he could spend on things he might want later (a bicycle, a book, a toy, or something else worthwhile). By studying, Johnny might be preparing himself for a better job in the future. (This might be clearer to the children if they are reminded that one must study a great deal to become a scientist, doctor, nurse, or astronaut.) Finally, when he is raking leaves at

home Johnny is doing useful work that benefits his family. Through a discussion of the various activities, the children should be led to see that Johnny has only so much time after school and therefore cannot do all the things pictured; he must *choose*, and by choosing one he gives up the others.

8. To reinforce the idea that whether the members of the family use their free time for work or for leisure depends on personal preferences, and to help the children discover that many things influence the choice of kinds of work the family members do, the teacher can have the children discuss the following situations.
 - a) Father has been offered a job at a gas station on Saturdays. The class considers what else he might do with his time. Could he find a better-paying job than this one? Should he do repair work around the house instead of working?
 - b) Big Brother is offered an after-school job delivering groceries. The class considers whether Big Brother would rather play ball, or whether he would have time to do his schoolwork if he takes the job. The discussion should develop a thorough consideration of benefits and sacrifices. Possibly no conclusion will be reached, since opinions may vary about the alternatives.
9. To help make the children aware that the kind of work people do at home and the choice between work and leisure depend on individual preferences, they might discuss how they would like to spend their time if they were grownups. They might also make drawings of free-time activities and assemble a display entitled "People Like to Use Their Free Time in Different Ways." A discussion of the drawings could bring out that there are many kinds of free-time activities and that it is not always easy to choose among them. The final choice depends on the person himself.
10. The following activities can be completed in the Activity Book.
 - a) 7A: "Some Families Work in Their Free Time." The pupils should be able to distinguish between work and leisure activities. Traveling the path in the picture emphasizes that choice is involved. (The family could have turned in at the leisure activities, but *chose* to do work instead.)
 - b) 7B: "When Does Father Save Money?" The activity reinforces the idea that one saves money by doing useful work in the home. It also serves as a review of the difference between useful work and nonproductive activity.

Daddy Can Fix It

by Dorothy Baruch and Elizabeth Rider Montgomery

"Daddy Can Fix It" from *Sally Does It* by Dorothy Baruch and Elizabeth Rider Montgomery. Copyright 1940 by Appleton-Century-Crofts. Reprinted by permission of the authors.

One day Sally went softly into Dick's room. She was going to borrow Dick's skates and try to see if she couldn't skate just as well as the older children.

Dick's skates were in a wooden box. Sally opened the box and took hold of the skate strap. She tried to lift one skate out. But it would not come. Sally pulled harder. She jerked the skate. Jerk! Pull! *Pull!*

Something must be holding the skate down. Sally decided she just had to make it come. She took hold of the strap more firmly. She pulled and pulled. Harder. Harder! *Harder! Jerk!*

And all at once Sally fell over backward—bam—right onto the floor. A piece of Dick's skate strap was in her hands.

She sat up quickly. Her eyes grew big.

This was bad. The strap had broken. At this end was a roughish edge. But no skate. The skate was still in the box.

Dick certainly would be cross.

And just at that moment in came Dick. Immediately he saw what had happened.

He looked sternly at Sally.

Sally smiled up at him lovingly.

"Never mind, Dick dear," she said in a sweet, soft voice. "Daddy can fix *anything*. He can mend the skate."

Sally knew Daddy could fix anything. And sure enough, Daddy did!

Another strap with holes punched through
Soon made that skate as good as new.

"But don't you dare take my skate again," said Dick. And Sally promised that she never would.

Out went Sally. She got Jane's doll buggy from the playhouse. She would take her rag doll, Mary Ann, in it for a walk.

Bumpety! Bumpety! Rattledy! Boppety! *Bing!* Sally raced along the walk, scooting the doll buggy ahead of her. She had to hurry. Mary Ann wanted to ride fast.

Bumpety, bumpety. Faster and faster. The buggy swayed crazily, fiddly, crazily. Zigzag, it went from one side of the walk to the other. Sally knew Mary Ann must be having a wonderful time!

All of a sudden—boomp! Crack went the buggy down over the curb. And there! One of its wheels had come off.

Sally sadly picked up the wheel. She gave it to Mary Ann to hold.

Then limpety, limpety. She wheeled the buggy back home. Very . . . very . . . slowly.

Oh dear, she thought. Jane certainly would be cross.

Just then along came Jane.

She looked at the broken doll buggy. She looked sternly at Sally. Sally smiled.

"Never mind, Jane. Daddy can fix *anything*. He can mend the doll buggy."

Sally knew Daddy could fix anything.

And sure enough, Daddy did!

Daddy put a strong bolt through,

And soon the wheel was good as new.

"But don't you take my buggy again," said Jane. And Sally promised that she never would.

Out went Sally once more. She wouldn't play with anything that belonged to anyone else. She would play with her own Mary Ann.

Up climbed Sally into the big, low branch of the apple tree. It was the best climbing tree in the garden. She sat for a few minutes with Mary Ann in her arms. Then down plopped Sally out of the tree, dragging Mary Ann after her.

R—r—r—rip! Something tore.

"Oh dear," sighed Sally.

She looked at her own dress. . . . No, her dress wasn't torn anywhere. She looked at her underwear. . . . There were no rips in her underwear either. But something had torn. Sally wondered what it was.

O-o-o-oh! Look at Mary Ann! One of her rag legs was torn so badly that some of her stuffing was sticking out.

Sally hugged her. "Never mind, honey. Daddy can fix it. He can fix it. He can fix *anything*. He can mend your leg."

But this time Daddy couldn't fix it. He didn't know how to sew.

Daddy couldn't mend the doll;

He couldn't fix the leg at all!

Poor Mary Ann!

Sally's eyes were heavy. Sally's feet were still. She felt gloomy and sad. She had thought that Daddy could fix anything, but Daddy could not mend Mary Ann.

Sally hardly knew what to do. She sat down on the steps, hugged her rag doll closely, and thought and thought and thought.

She couldn't believe this yet. Daddy had *always* fixed everything. He had always fixed everything Sally had broken. He had fixed Dick's skate. He had fixed Jane's buggy. He had always fixed *everything*. . . . But he couldn't fix Mary Ann.

Then suddenly Sally smiled. Her eyes twinkled. Quickly her feet ran into the house.

Daddy couldn't help her. But someone else could!

And sure enough, Mother did!

With a needle and thread and thimble too,

She made the doll as good as new!

Should Father Fix the Sink?

A Playlet

by

Dorothy Senesh and Jeanne Stoner

CAST OF CHARACTERS

Narrator

Mother Brown

Father Brown

Jimmy Brown, about ten years old

Ruthann Brown, about eight years old

Peter Brown, about four years old

NARRATOR: It is breakfast time at the Browns' house. Mother Brown is making bacon and eggs at the stove. The children, Jimmy, Ruthann, and Peter, are sitting at the table drinking their orange juice. Father Brown enters.

MOTHER: Oh, here's Father, all ready for work.

CHILDREN: Good morning, Father.

FATHER: Good morning, children.

NARRATOR: Father sits down at the table with the children and begins to drink his orange juice.

MOTHER: How many eggs can you eat this morning, Father?

FATHER: Well, let me see. I think –
(FATHER is interrupted by a loud noise.)

FATHER: Good grief, Mother, what is that awful noise? It is coming from the kitchen sink.

(FATHER jumps up from his chair and runs to the sink to see. MOTHER and CHILDREN also run over to look.)

MOTHER: Just look at all the water! Oh dear, what shall we do?

FATHER: We will have to call a plumber to come quickly to fix it.

MOTHER: I have a better idea, Father. Why don't you stay home from work today to fix it? That way we won't have to pay the plumber to fix the sink, and we'll save money.

FATHER: No, Mother, we will not save money if I stay home from my job to fix the sink.

MOTHER: Why wouldn't we? The plumber will charge us five dollars to fix it, and if you do it there will be no cost at all.

NARRATOR: (to audience) What do you think? Do you think Father should go to work on time, or do you think he should stay to fix the sink? Which way will the Brown family save more money? (Allow time here for discussion with the class, guided by the teacher. Do not offer solution or indicate which opinions are correct.)

NARRATOR: In order to settle our question, let's listen to Father Brown. He is explaining to Mother and the children.

FATHER: No, Mother, we will not save money if I stay home to fix the sink. You see, I will be paid twenty dollars if I go to work. If I stay home to fix the sink, I will lose that twenty dollars.

The plumber will charge us five dollars to fix the sink while I am at work making twenty dollars. So, if I make twenty dollars at work and pay the plumber five dollars to fix the sink, then we will have fifteen dollars more than if I stayed home.

MOTHER: Well, Father, you certainly are right. You must go to work to earn twenty dollars, and then we can pay the plumber five dollars. That way we will save fifteen whole dollars.

NARRATOR: Father was very smart to go to work to make the twenty dollars so that he could pay the plumber five. I would have thought he could save money by fixing the sink himself. But he knew the right answer, and we do too.

Bibliography

Books

BEIM, JERROLD. *Country Garage*. New York: Morrow, 1952. Seth liked to help his uncle in his garage, and one day when his uncle left him in charge he was able to repair a stuck horn.

_____. *Jay's Big Job*. New York: Morrow, 1957. Jay was proud that his father could fix so many things around the house, and Father had taught Jay how to fix his bicycle and his bookshelf. After Father finished the garden wall, he expected to paint Jay's room. Jay wondered why he couldn't surprise his family by doing the job himself—only the

job turned out a little too big. Some jobs Father and Jay could do, but others required skills which they did not have. For instance, Jay's father did not try to build a new chair. He preferred to buy one.

KESSLER, ETHEL. *The Day Daddy Stayed Home*. Garden City, N.Y.: Doubleday, 1959. A picture story of a snowstorm that paralyzed city traffic, so that Daddy remained home. Daddy and son worked and played in Daddy's free time.

"The Two Workmen," in W. S. Gray's *New More Friends and Neighbors*. Chicago: Scott, Foresman, 1952. The story demonstrates the importance of saving money by work at home. The teacher might discuss the following question: When various members of the family produce goods and services at home, how does this save the family money?

Lesson 8

Families Sometimes Play in Their Free Time

Purpose of the Lesson

1. To help pupils discover that people have more time at their disposal because of the division of labor and the use of tools and machines.
2. To help pupils discover that people can choose to use their free time –
 - a) To do more work.
 - b) To play or to pursue hobbies.
3. To show that hobbies may develop into occupations.
4. To help pupils discover that because time is limited, one has to make choices in using free time wisely.
5. To help pupils understand that it may be difficult for many people to find the time for certain hobbies or to be able to afford them.

Reinforcing the Recorded Lesson

To reinforce the recorded lesson, the teacher can raise the following questions for discussion.

1. How do the division of labor and the use of tools help our families?
2. How does the time saved help us to do more work? to play more? to develop hobbies?
3. What is the difference between work and a hobby?
4. Why is it important to have hobbies? (They are a source of enjoyment and learning; and a hobby may later become an occupation.)
5. Why do different people use their free time in different ways? (Because people have different tastes; because of differences in age; because of different abilities.)
6. Why do some people not have hobbies? (They have chosen to use all their time for work.)

7. Why do we like to use the library? (Books are loaned free, and there are many books to choose from. The librarian helps us. The library is a pleasant place to read in.)

Activities

1. The children can find out about the hobbies of relatives and friends and report these to the class. They might then make drawings of these hobbies and prepare an exhibition: "Many People Have Hobbies."
2. The teacher can invite adults—particularly parents—from the community to visit the class and talk about their interesting hobbies. The class can summarize each visit with reports or drawings.
3. The class might invite the following persons to introduce various ways in which children can use their free time.
 - a) The children's librarian could tell about borrowing books from the public library and explain any special children's program the library has, such as a story hour.
 - b) The art consultant might arrange a special session with the class to demonstrate a variety of crafts at which children can work in their free time.
 - c) The music consultant could show the children how, with simple and inexpensive instruments, groups of children can have fun playing together in rhythm bands.
 - d) A boy scout leader, girl scout leader, or science consultant could tell about the pleasures of studying nature—birds, stars, stone trees.
4. The class can make a display of their drawings that show interesting things to do in their free time (such as playing house, playing make-believe family, having mother read aloud, learning to read, listening to phonograph records, collecting stones or insects, playing ball with parents or older brothers and sisters, riding bicycle).

skating, sledding, ice-skating, swimming, playing checkers or dominoes, building with toy logs or bricks, assembling plastic planes and cars, building with tools, playing with marbles).

5. The children can assemble a display to be entitled "How We Use Our Free Time." The display would be made up of things they have made at home in their free time, such as doll clothes, birdhouses, boats, toy brick or log constructions, paintings, beadwork, drawings, clay figures, weaving, and puppets.
6. Children can tell the class some favorite stories that they have read or that their parents have read to them, or that they may have heard in a library story hour. The teacher can develop the idea of how exciting it is to read as a hobby. The class should appreciate the simultaneous offering of enjoyment and learning that can be found in reading.
7. Some children may be able to bring samples from their collections and give short talks about their doll, insect, stone, or other collections.
8. Using puppets that the class can make, the children can tell stories about what their puppets like to do most in their free time.
9. The children can invite as speakers some parents whose occupations grew out of their early hobbies: musicians, chemists, doctors, scientists, actors, writers, painters, and so forth.
10. The teacher can discuss with the class various activities that children can enjoy in their free time. The teacher can point out that different people like to do different things with their free time. Some like to do a few things; others like to do many things; but no one can do everything. Because no one can do everything, the use of our free time must be carefully decided.
11. The teacher can discuss with the children why many people in both nearby and faraway places cannot have a wide choice of hobbies. In many parts of the world, people do not divide the labor and do not have good tools and machines; and so they spend all their time working just to produce the food, clothing, and houses they need. These people have no time and no material to produce the many things which many hobbies require: baseball and football fields and equipment have to be made; books have to be printed for readers; ink, pens, and typewriters have to be produced for writers; paints, paintbrushes, and paper or canvas have to be produced for painters; cameras have to be produced for photographers; bowling alleys have to be built for bowlers. In places where people cannot produce

these things, hobbies have to be simple. Simple hobbies such as singing, dancing, and drawing can be just as enjoyable as other, more expensive hobbies.

12. To help the children discover that our hobbies sometimes become our jobs, or help us in choosing jobs when we grow up, the teacher can read the story "Barnaby Jonathan Jones" to the class. After the story has been read, the class can discuss how Barnaby's childhood hobby of studying animals helped him in his grownup work as an animal doctor. Children who have hobbies may also tell stories about how their hobbies might help them in the work they may choose to do when they grow up.
13. To provide the children with an example of how childhood free-time activities often develop into a career, the teacher can read the story "A Boy Who Always Asked Why" to the class. The story describes how the boyhood interests of Thomas A. Edison were forerunners of his later discoveries. After the story the class might discuss their own present interests as possible future careers.
14. Because time is scarce, men have to make wise choices as to how they use their free time. To make children aware of the limits of time, the teacher and class can play the following game: "Let's pretend that you watch television all afternoon. What other things might you have been doing?" (Swimming, playing ball, going on a picnic, etc.) "Let's pretend that you spend the afternoon at the movies. What other things might you have been doing?" So that there will be a variety of suggestions and wide class participation, each child gives only one alternative.
15. The children can turn to page 190 of the text, "We Can Have Many Hobbies." They can select items from the various counters illustrated and explain how the items selected are used with hobbies. The discussion should emphasize that there is a wide variety of possible interests and that, in addition to the hobbies represented in the illustration, there are many hobbies, such as hiking and bird watching, that do not require expensive equipment or materials.
16. The following activities can be completed in the Activity Book.
 - a) 8A: "Some Families Play in Their Free Time." The children should be able to distinguish free-time activities engaged in simply for recreation and enjoyment from those connected with work or obligations. After completing the activity, the class can discuss the choices available for recreation and whether there would be time for all of them.

- b) 8B: "Sometimes Our Hobby Becomes Our Job." The children should be able to match the hobby with the related job. After completing the activity, the class can discuss the point that it might be a good idea to try a number of hobbies, so that they would know about more different kinds of activities and be better able later to pick a job that would satisfy them.

Stories, Poems, Songs

Barnaby Jonathan Jones

by Jeanne Stoner

"Barnaby Jonathan Jones, whatever am I going to do with you?" Barnaby's mother was not very happy with him.

Barnaby's mother had just had a very bad surprise. She had just found out about Barnaby's ant collection. Barnaby had forgotten to put a lid on the jar.

"Gosh, Mom, I'm sorry," said Barnaby. And he picked up the nearest ant and stuffed it back into the jar.

"Barnaby, I want you to get those ants out of the house," said Mother.

"Oh, Mom, I'm letting them build a town in this jar. See, I have dirt in it and food and everything ants need. The ants can live in there, and I can watch how they work. They won't get out again. Please let me keep them, Mom."

"Well, all right, Barnaby. But I do wish you'd warn me about what you're bringing home to keep. I just never know what I'm going to find in this house anymore."

And that was the truth, because Barnaby Jonathan Jones just loved animals. He was always bringing some kind of animal home. If Barnaby found a turtle in the pond, he brought it home. If Barnaby found a lost kitten, he brought it home. If Barnaby found a baby bird that had fallen from its nest, he brought it home. And Barnaby was always finding something. Mother said sometimes their house was like a zoo.

Barnaby liked to take care of animals, and he knew how to take care of them. If Barnaby found an animal he didn't know how to take care of, he went to the library and found a book that told him how. Barnaby was so good at taking care of animals that he could mend a bird's broken wing. He could take a splinter out of a puppy's paw so it wouldn't have to limp anymore. Everyone in the neighborhood said that Barnaby was almost as good as an animal doctor.

And that made Barnaby feel very good, because that is just what he wanted to be.

As Barnaby grew, and grew, and grew, he learned more and more and

more about taking care of animals. He read everything he could find about animals. When he was old enough, he went to college and learned even more about taking care of sick animals and how to help them.

Now, Mother no longer said, "Barnaby Jonathan Jones, whatever am I going to do with you?"

She said, "Barnaby Jonathan Jones, I'm very proud of you." Because now he was Barnaby Jonathan Jones, the animal doctor.

A Boy Who Always Asked Why

by Jeanne Stoner

Tommy was a little boy who was always asking questions: Why does the rain fall down instead of up? Why can you see the lightning before you hear thunder? Why can birds fly? Why can't people fly? Why? Why? Why?

Some people thought that Tommy asked too many questions, but Tommy's mother always said it was a good and healthy thing for a child to be curious and ask questions. "That is the way people learn," she said.

Tommy's mother never got tired of answering Tommy's questions, and if she could not answer a question, she encouraged Tommy to try to find the answer himself.

One day Tommy's mother and father had a good laugh when the little boy tried an experiment. Tommy thought it took Lulu, the neighbor goose, much too long to hatch out little geese from the eggs she was sitting on. Tommy knew that Lulu kept the eggs warm with her body. Tommy said to himself: "I am a lot bigger than Lulu, and a lot warmer. If I sit on Lulu's eggs, why can't I hatch out the little geese faster than Lulu?" Of course, Tommy didn't know that he would have to sit on Lulu's eggs night and day for weeks.

That evening Tommy's mother called and called for him to come home for supper, but Tommy did not come. The family went out to look for him. Tommy's father heard a lot of noise coming from the neighbor's barn. He poked his head in the door, and there was Lulu, scolding and fussing and hissing at Tommy, and Tommy was curled up on a nest of hay in the corner of the barn.

"Good heavens, boy! Are you sick?" asked Tommy's father.

"Oh no, Father, I'm fine. I'm just trying to hatch Lulu's eggs faster for her. She's so slow," said Tommy.

When Father heard Tommy's idea, he laughed so hard he scared Lulu right out of the barn. Then Father said: "Well, from all the noise Lulu's been making, I'd say she'd rather take care of her own eggs. Good heavens, boy, do you want to stay out here on that nest for several weeks?"

"For several weeks?" stammered Tommy. "No, no, I don't." And Tommy got up and followed his father home to supper.

At the supper table, Father told the family how Tommy was trying to help Lulu. Mother had to laugh too.

"Tommy, you're always trying to find out how to do things better. Poor Lulu only knows how to lay eggs and hatch out little geese. You'd better leave her job to her. You can do many things. You can think and wonder and find out why and discover. I think you're better at hatching out ideas in your head than at hatching out little geese from eggs."

Tommy's mother was right. All the time that Tommy was growing up that is what Tommy did—he hatched out ideas, one after another. He kept on wondering why things were so and how he could make them better.

When Tommy was grown up, he watched and studied how electricity works, and he found lots of things that it could do for people. He tried one way and he tried another, and he kept on trying until he found a way to make light bulbs that glow with electricity. Because he worked so hard, our houses and schools and cities can be brightly lighted even in the middle of the night.

He tried this and he tried that, until he found a way to make a phonograph. Because he did this, we can hear music and songs over and over again on records.

And Tommy tried this and he tried that, and he found a way to show moving pictures. Because he did this, we can enjoy movies today.

The little boy who always wanted to know why worked hard—not because he wanted to be richer, but because he wanted to make the world more comfortable place for all of us. The little boy who always wanted to know why grew up to be a great inventor. His name was Thomas Alva Edison.

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Books

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ANNON, LAURA. *Patty Paints a Picture*. Chicago: Albert Whitman, 1948. A story to be read aloud, about a little girl who likes to paint and draw and who takes art lessons at the museum.

AUER, HELEN. *Good Times at the Park*. Los Angeles: Melmont, 1956. A book of photographs showing the fun you can have at the park.

BONSALL, CROSBY NEWELL. *Tell Me Some More*. New York: Harper, 1961. A little boy's imagination is happily stirred by library books.

KOCH, DOROTHY. *I Play at the Beach*. New York: Holiday House, 1955. The book may have to be read first by the teacher, although good readers will be able to pick out enough words to enjoy it. The illustrations are very pleasant.

MCCALL, EDITH S. *The Buttons See Things That Go*. Chicago: Benefic, 1959. First-grade reading. The Buttons family visit a museum of transportation.

MACINTYRE, ELISABETH. *Jane Likes Pictures*. New York: Scribner, 1959. Picture story of a little girl who would rather draw pictures than do anything else. Mother and Father are both artists.

MONHEIT, ALBERT. *Picnic in the Park*. Irvington, N.Y.: Harvey House, 1960. About second-grade reading, but a good first-grade reader might manage it. A little girl and her father have a pleasant afternoon in the park after their picnic.

SELSAM, MILLICENT E. *Tony's Birds*. New York: Harper, 1961. A second-grade reader or good first-grade reader. A little boy learns to enjoy bird watching.

STEINER, CHARLOTTE. *Kiki Dances*. Garden City, N.Y.: Doubleday, 1949. A child's projection of what she may be when she grows up.

———. *Kiki Is an Actress*. Garden City, N.Y.: Doubleday, 1958. A little girl dreams of being an actress. Although her assigned role in the school play is that of a flower, she quickly fills the place of a stage-frightened child in a more important role.

———. *Kiki Skates*. Garden City, N.Y.: Doubleday, 1950. A little girl tries different winter sports.

VILLAREJO, MARY. *The Art Fair*. New York: Knopf, 1960. The teacher would have to read this slight story about two little girls whose drawings were entered in the art fair.

YASHIMA, TARO. *Crow Boy*. New York: Viking Press, 1955. A lovely picture book about a Japanese boy who made no friends in all his six years of school. He was teased and avoided by the other children until a new teacher recognized his ability and helped the other children discover Crow Boy's talents. The teacher might suggest, for discussion, that Crow Boy's talents could later turn toward scientific work where careful observation and recordings are important.

Lesson 9

Wishes, Wishes, Wishes

Purpose of the Lesson

1. To help pupils discover that people's wants are potentially unlimited.
2. To help pupils discover that it is not possible to produce enough goods and services to fulfill all of everyone's wishes.
3. To help pupils discover that if everyone were preoccupied with the fulfillment of his own wishes, good relations between people would be undermined.

Reinforcing the Recorded Lesson

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. What do we learn about people from the story "The Fisherman and His Wife"? (People always want more and more.)
2. For what do people wish? (Things they need and things that they would like to have.)
3. Why do most people wish for things? (So that they can use or consume them.)
4. Can goods be consumed before they are produced? (Of course not. Goods must first be produced.)
5. Is everyone a consumer? (Yes.)
6. Is everyone a producer? (No. As in the family, producers have to work hard to produce the things that all the consumers need.)

Activities

1. Each child can draw pictures of all the things that he would like to have. These drawings can be assembled into an exhibition called "I Wish, I Wish, I Wish."
2. The teacher can ask several children to explain why they wish for

the things they drew. The teacher should let the reporting of wishes continue until the class becomes aware of the vast number and variety of the wishes. Pupils might speculate on how many factories would be needed, how many trees would have to be cut down, how many skilled workers would be needed, how much steel and cloth would have to be made if everyone in the world were to have all his wishes fulfilled.

3. The teacher can have the class examine the picture "How Busy We Would Be if All Our Wishes Came True," on page 191 of the text. This may be taken to show what the whole countryside would look like if we tried to produce enough items to fulfill all the wishes of all the people in the world for goods produced in factories. The class can then discuss how we would fulfill our wishes for food or recreation if the whole countryside were covered with factories. The basic point that the discussion should make clear is that no one can have everything. Therefore it is necessary to make choices.
4. To demonstrate the limited ability of individual men to fulfill their own wishes, and to show how much material and labor are needed to fulfill seemingly simple wishes, the steps necessary to bring bananas to our tables can be explained. The teacher might tell a story about how bananas are grown in faraway places, carried to ships from the plantations, shipped across the ocean, sent across the country by trains or trucks, stored under proper conditions until they are ripe, and then sent to grocery stores where they are sold. The pupils would then discuss the large number of people involved in bringing bananas to their tables. They might also speculate about the number of workers needed to produce all the houses, furniture, clothing, food, refrigerators, stoves, bathtubs, automobiles, furnaces, and other goods needed by people and discuss how many more producers and machines and materials would be needed if everything we wished for were produced.
5. With the supervision of the teacher, the children can prepare a mural illustrating the steps necessary to bring bananas to our homes.

6. The teacher can tell the class a story about the effort and resources needed to bring clean water into the house. If the local waterworks happens to be accessible, a committee of pupils or the whole class might visit it under the supervision of the teacher or a parent, and prepare a pictorial report on their experience. It could be called "Much Work and Many Materials Are Needed to Bring Us Water."

7. To understand how human relations in the family (and society) would be endangered if people selfishly tried to fulfill all their wishes regardless of others, the children might discuss how the two- and three-year-olds in the family always want to have everything they see even if it does not belong to them or even if it could be harmful to them. The discussion should not go into the solution of this problem; this will be the subject of the next lesson. Sometimes adults behave like little children. Since none of us can have everything we want, members of the family must constantly make compromises; we have to share food, the automobile, television programs, the family income. The pupils can tell stories of how they learned to respect the wishes of others by limiting their own wishes.

8. The teacher can read to the class the poem "I Keep Three Wishes Ready," from the script of the recorded lesson. It might be pointed out that thought should be given to wishes, so that our choices will be wise. Perhaps the children could try to compose poems about making wishes and having them granted by good fairies.

9. The teacher can read the story "A Week of Sundays." The story shows that if production is not maintained, difficulties will occur, since people continue to consume every day. The story also shows that play or leisure is more enjoyable when we have done our work. All play or all work is not good for us.

10. The following activity can be completed in the Activity Book.

9A: "What Do You Wish For?" Generally, the pupils will not select all the things illustrated on the page. The teacher should follow this up with a discussion in which the class comes to realize how easy it is to wish for anything. The teacher can ask the pupils to raise hands according to the number of choices made—how many picked three things, how many picked five, and so on. Then he might point out that inasmuch as it costs nothing to wish, each child might easily have wished for everything.

Stories, Poems, Songs

A Week of Sundays

by Margaret Baker

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Once upon a time there was a man named Dennis O'Shea and if there was one thing he didn't like, it was work. Even the thought of work made Dennis' bones ache. Said he, "There's only one day in the week that's any good, and that is Sunday. The only trouble with it is that you've got to be thinking about Monday and work!"

"Shame on you!" said his wife, Mollie. "This is no way to be talking in front of your children."

Well, one night when the wind was howling down the chimney and the rain a-beating against the windows, Dennis and Mollie and the children were sitting round the supper table when there came a knocking at the door. Dennis opened the door, and there stood an old beggar woman who was really a fairy.

"Could you be feeding an old woman who's not had a bite of food all day?" said the old woman.

"Come in," said Dennis. "Sure and you're welcome to share our supper with us."

The old woman *must* have been hungry, for she gobbled several helpings of potatoes so fast that the children's eyes bulged with wonder, but Dennis and Mollie said never a word. When the old woman finished, she jumped to her feet, twirled three times, and changed into the most beautiful fairy you could ever see.

"You're good and hospitable people," said she, "and I'd like to do something for you. The next wish that is spoken aloud in this house—it will be granted to you." And without another word, she whisked out of sight up the chimney.

The children wanted to wish for dolls and candy. Mollie wanted to ask for a purse full of money; and Dennis had so many wishes in his head, he couldn't think which one he wanted most.

"Tomorrow is Sunday," said Mollie. "We'll have plenty of time to be thinking about the best wish of all."

Dennis stretched his legs and yawned and said, sleepily, "Sure and I wish we'd have a week of Sundays."

"Now you've done it," cried Mollie. "I should have wished some sense into your head!"

"Aw, now, Mollie darling!" cried Dennis. "I never meant to say it. It just popped out of my mouth."

"Well if it rests your lazy bones, the wish'll be worth something," said Mollie, and she snapped her mouth shut.

It was a fine Sunday for Dennis. He didn't have to worry about the next day being a workday, for it would be another Sunday. Mollie and the children had gone to church, and Dennis stretched out comfortably in bed and smiled and thought about six more Sundays all in a row! Six more days of rest. Finally, the smell of a good pork roast in the oven got Dennis out of bed, and after a big dinner he sat out in front of his cottage in the sun, looking for all the world like a cat that's eaten a bird.

"I couldn't have wished a better wish if I'd tried," thought Dennis. The next day he stayed in bed again until dinnertime. For dinner the family ate leftovers. The next day there was only bacon and potatoes to eat, just as on a workday.

"Mollie, my love," said Dennis, "sure you must have forgotten that this be a Sunday. Taties and bacon is no proper Sunday dinner."

"Perhaps you'd be so good as to tell me," said Mollie, "where I could find a store open on Sunday. Every shop in the town is closed. You asked for a week of Sundays, and now you'll be taking the consequences."

"Begorra!" said Dennis, scratching his head. "I never thought of that." The next day there was only cheese and a loaf of bread in the house. "I'd better be digging some taties from the garden," said Dennis.

But Mollie said there'd be no digging in the garden on Sunday. What would the neighbors say! "No," said Mollie. "It'll be scraps and crumbs for us until we get a Monday again."

On the fifth Sunday Dennis rolled and tossed in bed. And wouldn't you know! He could lie in bed as long as he wanted to, but now he'd begun to think that a little work would be a pleasant change. When he did get out of bed, the children tugged and pulled at him and quarreled around him, and what a rumpus there was in the house!

"Poor things," said Mollie. "No wonder they're a-fussing. Five days now and they've been in their best clothes with never a chance to run and play for fear of spoiling their Sunday clothes."

To tell the truth, the children would have liked to go back to school, and Dennis himself was getting tired of holidays. Instead of lying in bed, he went to church.

"So you're the man who's done this to me!" cried the parson. "Every Sunday I preach two sermons, and every day now I have to be preaching sermons with never a chance to think what I'll be saying."

After church the women crowded around Dennis and shook their fingers at him. "Could you think of the mountain of washing there'll be when Monday finally comes!"

"And how'll we be picking our fruit and vegetables, with never a weekday around?" asked the farmers angrily.

Well, there was only one more Sunday. Dennis sat outside the house; he sat inside the house. When he walked outside, the people frowned and scolded at him, so then he came home again. The day seemed as long as a whole week itself.

"Won't the sun never be setting?" complained Dennis.

"And why should you be wanting the sun to set so early?" asked Mollie slyly. "Have you forgotten that tomorrow be Monday?"

"Ah, Mollie darling," said Dennis sadly, "it'll be a pleasure to see Monday again."

"And maybe you'll be asking the fairy for another week of Sundays?" asked Mollie.

"Don't you be thinking that," said Dennis. "If ever I learned anything, it's that you don't enjoy a Sunday unless you've worked six days to earn it. It was a grand lesson I learned."

"The next time you learn a lesson," said Mollie, "I hope you'll not be wasting a good fairy wish on it."

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GUSTAFSON, ANNE. *Frank of Irrigated Farm*. Chicago: Benefic Press, 1959. How much land, skill, and work of many different specialists go into the production of oranges. Illustrations are informative.

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LASELL, FEN. *Michael Grows a Wish*. Boston: Houghton Mifflin, 1962. Michael wondered when his birthday wish would come true. "Don't expect wishes to come true by themselves," said his father. "You have to work for them."

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SMITH, MARIE ELIZABETH. *Mother's Story of Dairying*. New York: Scribner, 1951. Cows, people, farms, dairies, and processes—it takes all these to make possible a breakfast glass of milk.

Films

Behind the Scenes at the Supermarket. 11 min., b & w \$60, color \$120, Film Associates of California. Shows the many people and jobs necessary to help a supermarket serve the community.

Lesson 10

How Choices Are Made

Purpose of the Lesson

1. To help pupils discover that since we cannot have everything we want, we have to make choices.
2. To help pupils discover that individuals and families choose the things that seem most important to them, and that therefore such things are wanted most urgently.
3. To help pupils discover that as more of one thing is acquired, its seeming importance declines and the desire for the next most important thing increases.
4. To help pupils discover that what individuals and families consider most urgent or important is influenced by special circumstances, beliefs, tastes, availability of goods and services, and knowledge of other possible choices.
5. To help pupils understand that since families' desires exceed their resources, parents usually decide what is most important and then try to fulfill these wants accordingly.

Reinforcing the Recorded Lesson

To reinforce the ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. Rosamond's mother told her she should make her own choice. Do you think her choice was a good one?
2. What mistakes did Rosamond make when she chose the purple jar? (She neglected to find out whether the jar was really purple. She did not think enough about how much she would suffer without shoes. She did not weigh the immediate joy of having the jar against the future sacrifices that the lack of shoes would force her to make.)
3. Do you ever make mistakes like Rosamond's?
4. Since Rosamond's mother said that she could have only one choice

for this month—either the purple jar or the new shoes—do you think that Rosamond would have been smarter if she had made her first choice new shoes for this month and the purple jar her choice for next month? (In helping the children to see that this order of preference would have been better for Rosamond, the teacher should be careful not to create the impression that the choice of the most practical article is always the best choice. Many people choose to eat less, or go without new clothes, in order to be able to buy books or attend concerts or plays or sporting events.)

5. Do you think that Rosamond would have made a better choice if her mother had helped her? Why?
6. Do you think that Rosamond may have believed she would get both the shoes and the jar? Why couldn't she? (Her mother had only so much money to spend on something for Rosamond.)
7. Do you think that parents can make better choices than children? Why?

Activities

1. The teacher can read the story "Two Pesos for Catalina" to the class. Afterward the following questions can be discussed.
 - a) Why didn't Catalina buy everything she saw? (Because she had only two pesos and therefore had to make a choice.)
 - b) Why didn't Catalina buy the flowers? the pancakes? the clay toys? (Because they would not last very long. Moreover, she wanted to know what else there was that she might choose from. The more one knows about the choices that are open to him, the more likely it is that he will choose what he finds most satisfying.)
 - c) After Catalina bought the shoes, what did she buy next, and why? (She bought candy, because this was what she wanted next and what she could afford.)

d) Who made the better choice, Catalina or Rosamond?

The teacher can read the poem "Choosing" to the class. The poem nicely illustrates the difficulty of making choices. Perhaps the children would like to memorize the poem. They also may want to add more lines or make up other poems about other difficult choices.

The teacher can read the story "The Three Wishes" to the class. The story might also be acted out by the class, with the children either playing the story as they remember it or pantomiming it as the teacher narrates. If they act it out, very few props will be required: a table and two chairs, a few dishes on the table, a paper sausage. The necessary characters would be the poor man and his wife, the good fairy, and an "invisible" creature, possibly dressed as a ghost, who flings the sausage to the table, fastens it to the poor woman's nose, and later whisks it away.

A discussion following the presentation of the story should bring out the importance of making choices as thoughtfully as possible. Certain choices open the way to many other choices, and certain choices close the way. In the story the poor man carelessly wished for something that could be consumed immediately. How much better off he would have been if, instead of a sausage, he had wished for a farm with pigs that could be made into sausage! He should have wished for the kind of goods or situations that would have created better conditions for himself and his wife for a longer period of time. The children should be led to discover that the story shows us something that we all do quite often: we spend our money or resources for quickly consumed trifles. Children often spend their pennies and nickels for candy and gum that are gone in a moment, but if they saved their money for a week or month or more, they could buy a doll or airplane or some other toy that would give greater and more enduring satisfaction. As a secondary point, the discussion may focus on the importance of thinking before speaking.

Pupils might want to try to retell "The Three Wishes" with the poor man and his wife making wiser and more creative choices, which would provide a new outcome to the story. Unfortunately, the success stories will not be as amusing, but they will help the children to see the variety of choices available and the importance of making wise choices. The teacher should avoid placing exaggerated emphasis on the difficulty of making choices; he should rather emphasize the need for making thoughtful choices.

The teacher might have the children draw pictures to illustrate "The Three Wishes" in comic-strip fashion.

5. Children can tell stories about experiences they have had in which they were disappointed in the things they wished for. For example, how many children have urged their parents to buy certain foods because of the prizes inside? What were some of the prizes they received? How long did they last? How many of the children were disappointed? Why? The exercise should help the children, on the basis of their own experience, to see the need for good thinking before making choices.
6. The teacher can discuss with the class the question whether parents should say yes to whatever children ask for. To aid children in seeing that wishes should be reasonable and that parental direction is sometimes needed, the teacher might cite some funny examples of children's wishes which could prove harmful to them, such as eating only cake, not going to bed, and so on.
7. To aid the children in understanding that today's choices affect tomorrow's, the class can act out the following skit—or perhaps the teacher could briefly tell the story and then ask the children to retell it in more colorful detail while at the same time keeping to the main point of the story.

Seven or eight cub scouts and their leader pack food in knapsacks and go camping for two days. When they get to their campsite, the leader explains that since they will be camping out the next day as well, they must not eat up all their food today. The scouts eat a portion of their food at nightfall, but two boys, Billy and Johnny, seem to eat with bigger appetites. After the campers sing a song around the campfire, they prepare to go to sleep. One by one the children fall asleep. Only Billy and Johnny stay awake. Everything is quiet; only the crickets and frogs can be heard. But Billy and Johnny sit up and tell each other that they are hungry. They say, "We'll only eat a little. There'll be plenty left for tomorrow." And again they open their knapsacks. At first they just nibble, but then they eat more and more until they have eaten everything in their knapsacks. Finally, when there is no more to eat, they go to sleep. The next morning everybody eats breakfast except Billy and Johnny, who look on longingly while the others eat. When the leader asks them why they are not eating their breakfast, they say they are not hungry. But soon everybody sees that they are hungry and they shamefacedly admit that they have already eaten all their food. Since there is a long day ahead, with swimming and hiking and other activities that will make them even hungrier, Billy and Johnny are sent home. They promise themselves that next time they will make better choices.

After the skit the class may want to discuss real life situations where one must choose to have less today in order to have something left for tomorrow. Explorers or soldiers in strange lands, sailors at sea, and travelers crossing the desert could serve as examples of people in such situations.

8. To reinforce the idea that as soon as enough of one thing is acquired its seeming importance declines and the desire for the next most important thing increases, the teacher can have the class look at pages 192-93 of the text. After the children have viewed the picture sequence, they can discuss such questions as these: Are the pictures in the right order? Would they have chosen things in the same order of importance? Why? Or, if not, what order of importance would they have chosen? Why in the first picture does the boy want bread and cake? (He is obviously hungry.) Is food so important to him in the second picture? (No, he is looking at clothes.) Why not? (Now he is well fed.) Why does he think clothes are important? (He has only ragged trousers.) Are clothes and food so important to him in the third picture? (No; now he is clothed and fed, but he needs shelter.) Finally, what does the boy in the fourth picture have? (He has many things that he chose *after* the essentials of food, shelter, and clothing were acquired.)
9. The teacher can have the children draw pictures of three things they want and have them indicate the order of importance of the three items. One boy may want a cold drink, a candy bar, and a comic book. The teacher can discuss with the class such questions as these: If the boy gets the cold drink, will he want another? How many bottles of cold drink would the boy want before he would decide to choose a candy bar? By using a few such examples, the teacher can help the children to understand that although we may want something very much, it loses its importance and urgency once we have acquired it, and something else takes first place on the list of desires.
10. To help the children discover how silly it would be not to change one's choices after one has had enough of something, the teacher might have the class discuss a situation in which someone buys clothes, more clothes, and still more clothes—far more than he could possibly use. Or they might discuss a case where people fill their house with furniture they cannot possibly use and keep on buying until the house is so crowded that they cannot get into the house themselves.

11. Using the pictures drawn by pupils of the three things that they want, the teacher can point out that a wide variety of first choices was shown. The class can discuss the reasons for such a variety of first choices: people like different things, some things were not thought of at the time, and so on.
12. To aid the children in discovering that people have different tastes and ideas and therefore do not choose the same things, the teacher can read the poem "Shop Windows" to the class. Afterward the class can discuss the varying tastes of the people in the poem and try to give reasons for the differences.
13. The class can practice choice making in the following guessing games.
 - a) TEACHER: I am thinking about a little girl who is going to a party. What do you think would be the most important to her? A nice dress? A pair of skates? Some bubble gum?
 - b) TEACHER: I am thinking about a boy who is going on an all-day hike. What do you think his first choice would be? A book? A lunch? A portable radio? (If a child chooses the portable radio the teacher points out that as long as the child can go hungry without injuring his health the portable radio would not be a bad choice; but the boy would have to be aware of the possible discomfort of hunger.)
 - c) TEACHER: I am thinking of a man who was caught in a rain storm. What would he want most? A box of candy? A raincoat? A kite?
 - d) TEACHER: I am thinking of a man who is bothered by mosquitoes. What would he wish for most? A jar of honey? A flashlight? Mosquito-repellent oil?
 - e) TEACHER: I am thinking of a man whose car ran out of gasoline. What would he want most? A hot dog? Some gasoline? A new hat?
14. To help the children discover that choices are limited by a people's ability to produce and trade, the teacher can review the Eskimo Bushman, and Pueblo family stories for the class. Afterward the class might discuss the different sets of choices that were available to each of the families in the stories. The children might then also discuss the difference between the choices that the families in the stories had and the choices that their own families have.

5. The pupils can pretend that they are each having a birthday the next day. Each child can draw a picture of a gift that he would want. They can assemble these pictures into an exhibition entitled "The Gift I Want." Afterward the teacher should ask the children to study the pictures on page 194 of the text, "Choices I Can Make." When they have examined all the possible choices, the class should be asked how many of them have now changed their minds. The teacher can ask individuals to tell about their initial wishes and their new choices. This activity should help pupils discover that lack of information limits choices and that knowledge broadens choices.

6. The teacher can retell, or have pupils retell, the story "A Week of Sundays," which was read in the previous lesson. The teacher should then ask the class whether they would have thought Sundays to be desirable for a hardworking family. When they show understanding of the desirability, they can be asked to explain the fact that a week of Sundays did not turn out to be better than an extra Sunday. The discussion should help the pupils to discover that when we have more than enough of something we wanted, its desirability lessens.

The following activities can be completed in the Activity Book.

- a) 10A: "What Do Families Buy First?" The pupils should be able to pick out food, clothing, and shelter as the first three essentials. After them the children's choices may vary, although utilities will generally come next. The variety of preferences—some children may attach greater importance to the automobile than to the telephone, or vice versa—can be used by the teacher to demonstrate that choice is often determined by special circumstances and tastes.
- b) 10B: "We Make Choices." This activity is designed to help the children see that choices are limited by the resources (in this case, five dollars) available; also that the urgency of an item, its price, and the taste of the person involved all affect choice. Since this particular activity may be too advanced for some classes, while being well within the capabilities of others, the teacher can use it at his discretion.
- c) 10C: "What Things Would This Boy Choose?" The children should see that special circumstances affect choices. At another time or place the boy pictured might want entirely different things, but the fact that he is hot, tired, and hungry now means

that he will be more likely to choose the cool drink, the bed, or the sandwich. To help the children understand that wants change according to the circumstances of the moment, the teacher might also ask what the boy would have chosen in the wintertime, or in the morning before he was tired.

Stories, Poems, Songs

Two Pesos for Catalina

by Ann Kirn

From *Two Pesos for Catalina*, by Ann Kirn. Copyright 1961 by Rand McNally & Company, publishers.

Catalina and her family lived in a faraway country. Catalina was very, very happy.

She had two silver pesos to spend. A lady gave them to her because Catalina had found her bracelet and returned it to her. Catalina had never even had one peso before. She was so happy that she sang over and over again, "Two pesos for Catalina! Two pesos for Catalina to spend!"

One morning Catalina went to market with her father and mother to buy something with her very own shiny two pesos. Catalina's friends waved goodbye to her. Rosita called, "Buy some black whistles at the market, Catalina!"

"No, no!" cried Romero. "Buy a little burro for us to ride."

"Buy lots of candies and cakes!" shouted Eduardo and Pedro, who always thought about things to eat.

But Catalina only smiled as she hurried after her parents. Many farmers were going to market. Some carried baskets of vegetables; some carried fruits; some carried flowers. Other farmers drove burros loaded with bags of beans and corn. A boy was leading his pig to market on a leash. All the time Catalina sang, "Two pesos for Catalina! Two pesos for Catalina to spend!"

While Catalina's mother and father were selling the juicy mangoes they brought to market, Catalina wandered through the marketplace, looking for what she would like most to buy.

"Two pesos for flowers?" Catalina asked. "I would like some flowers, but they will fade and die, and then I would have nothing."

Catalina stopped to watch a lady cooking pancakes. Yummy, they smelled good!

"Two pesos for pancakes?" cried Catalina. "I'm hungry and I should like to have some pancakes, but gulp and gulp and they would be gone. Besides, we eat pancakes at home every day."

Then Catalina came to the pottery market. She saw wonderful clay toys—little clay horses, little clay piggy banks, and black clay whistles, the kind that Rosita wanted.

"Clay toys are fun to play with," Catalina said. "I could buy lots of them, but clay toys break."

And Catalina went on her way looking and singing, "Two pesos for Catalina! Two pesos for Catalina to spend!"

And then Catalina saw a little girl sitting on a bench. She was wearing a pair of beautiful, black, shiny shoes. Suddenly Catalina knew what she wanted. You see, Catalina was poor and she had never had a pair of shoes before. She thought how good it would be to walk on the road and not feel the sharp stones. She thought how proud she would be to wear such beautiful shoes to church on Sundays. Catalina and her father looked through many shoe shops. At last they found a pair of black, shiny shoes—just the kind that Catalina wanted.

She gave the shopkeeper her two silver pesos as he put the shoes on her feet. The shopkeeper gave back to Catalina some change. She clapped her hands and danced for joy. "With these pennies I can buy candy for Eduardo, Pedro, Romero, and Rosita."

On the way home Catalina stopped many times to wipe the dust from her beautiful shoes.

"Oh, how beautiful are your shoes!" cried all her friends when she got back home.

That night Catalina sang softly, "Two pesos for shoes and candy. Two pesos for beautiful, shiny shoes and candy."

The Three Wishes

A Swedish Tale

There was once a very poor man who lived with his wife in a humble little cottage. Every day he went into the forest to chop wood. One day when he was in the forest he said to himself, "Oh, dear, I am so unhappy! I am poor, and I have to work so hard all day long. My wife is hungry and I am hungry too. Oh, I am very unhappy indeed!"

At that moment a beautiful fairy appeared before him. She said to him, "My poor man, I heard everything that you just said. I am very sorry for you and would like to help you. Ask whatever you like, and your first three wishes shall be granted."

Then just as suddenly as she had come, the fairy disappeared.

The poor man felt very happy now, and he said, "I shall go home and I shall tell my wife how the fairy has granted me three wishes."

He ran back to his cottage and called to his wife, "Wife, wife, I am very fortunate. I saw a fairy in the forest, and she said I could have three

wishes. 'Ask for anything you like,' the fairy said, 'and your wish shall be granted!' Oh wife, I am so happy."

"I am happy too," said the woman. "Come, let us go into the house, my dear, and let us decide what our wishes shall be."

The man went into the little cottage and sat down at the table. "I am hungry, wife," he said. "I would like some dinner. While we eat, we can talk about the fairy and the three wishes."

The poor man and his wife sat down at the table and started to eat their dinner, and to talk about the good fairy's promise.

"We can ask for great riches if we want to," said the man.

"Yes," the wife agreed, "we can ask for a beautiful house."

"We can even ask for a whole empire if we want to," said the man.

And his wife replied, "Oh yes, we can ask for pearls and diamonds by the hundreds."

"We can ask for a big family," the man added—"five boys and five girls."

"Oh, I would prefer six boys and four girls," insisted the wife.

The man and the woman went on talking like that, but they could not decide what three wishes would be the most sensible of all.

The man ate his soup in silence and looked at the dry bread on his plate. "Oh, I wish I had a great big sausage for dinner!" he said.

At that very instant a great big sausage fell onto the table. Naturally the man was very surprised to see the sausage and so was his wife.

"Oh, husband," the wife said, "you have been very foolish. You asked for a silly old sausage and so one of the wishes has been granted. Now there are only two wishes left."

"Yes," said the man, "I have been very foolish. But we still have two wishes. We can ask for great riches and an empire."

"Yes," his wife agreed, "we can still ask for riches and an empire, but we can't ask for ten children. And it's your fault for being so foolish. It's your fault for demanding a sausage. You would rather have a sausage than a big family."

The poor woman went on talking like that, complaining, and saying over and over again, "It's all your fault for being so foolish!"

Finally the man lost his patience and said, "I am tired of your complaining! I wish the sausage were hanging from the end of your nose."

The next second the sausage was hanging from the end of the wife's nose. Naturally, the poor woman was greatly surprised and so was her husband.

The woman started to complain again, more loudly than before. "Oh my husband," she said, "you have been very, very foolish! First you asked for a sausage and then you wished that the sausage were hanging from the end of my nose. That makes two wishes. Two foolish wishes. And we have only one left!"

"Yes," the man agreed, "but we can still ask for great riches."
 "What good are riches," the woman complained, "if I have a sausage
 hanging from the end of my nose? Why, I look ridiculous, and it's all
 our fault!"

The poor woman started to cry, and the poor man said, "Oh I wish that
 sausage weren't here at all!"

Instantly, the sausage disappeared, and the man and the woman were
 right back where they started, as poor as ever. They both complained, but
 didn't do them any good, for they had used up their wishes.

The three wishes had been granted, and still they had no riches, no
 empire, no pearls and diamonds, no little boys and no little girls.

And they didn't even have any sausage for dinner!

Choosing

by Eleanor Farjeon

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 Harold Ober Associates Incorporated.

Which will you have, a ball or a cake?
 cake is so nice, yes, that's what I'll take.

Which will you have, a cake or a cat?

cat is so soft, I think I'll take that.

Which will you have, a cat or a rose?

rose is so sweet, I'll have that, I suppose.

Which will you have, a rose or a book?

book full of pictures! Oh, do let me look!

Which will you have, a book or a ball?

h, a ball! No, a book! No, a ——

here! Have them all!

Shop Windows

by Rose Fyleman

from *Gay Go Up*, by Rose Fyleman. Copyright, 1929, 1930, by Doubleday & Company, Inc.
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Mother likes the frocks and hat
 and pretty stuffs and colored mats.

Daddy never, never looks

at anything but pipes and books.

Auntie's fond of chains and rings

And all the sparkly diamond things.

Richard likes machines the best;

He doesn't care about the rest.

Nannie always loves to stop

In front of every single shop.

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Books

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 Songs section.

Lesson 11

Long, Long Ago

Purpose of the Lesson

1. To help pupils discover the economic characteristics of the pioneer home.
 - a) Most pioneer homes were farms.
 - b) Most goods and services were produced in the home.
 - c) Owing to a lack of specialization and a lack of tools and machines, the work was hard and almost all of the family's time was used to produce food, clothing, and shelter for consumption by the family. Many families could not save for hard times.
 - d) Whenever there was time, the male members of the family cleared more land for food, repaired and made more and sometimes better tools, and built barns for the animals and for storage. The results of such work helped the pioneer farmer to produce faster and better.
 - e) Even recreation was work-oriented, so that what little free time was available was rarely wasted.
 - f) The choice of occupation was limited primarily to farming.
 - g) The choice of consumer goods was limited, because it took a long time to produce goods with simple tools by hand.
 - h) What the family produced and what it consumed were both strongly influenced by the seasons.
2. To contrast the standard of living of the pioneer family with that of the modern American family.

Reinforcing the Recorded Lesson

To reinforce the main ideas of the recorded lesson, the teacher can use the following questions for discussion.

1. How did the pioneer farmer decide where to locate his farm?

(He looked for land where most of the things he needed would be near at hand.)

2. How did the family get most of the goods and services they needed?
3. Why did the family have to produce all these goods and services? (Because production was low, they had little with which to trade. Also, because of the lack of transportation, it was difficult for the family to exchange the goods they produced for goods produced in other regions by other people.)
4. Why did everyone in the family have to work? (Because the family had to produce all the goods and services they needed, and this took a long time, since they lacked skills and tools.)
5. What were some of the goods that the pioneer family produced? (The teacher can add items that were not mentioned in the recorded lesson.) These can be classified into two groups:
 - a) Goods that were consumed, such as food, medicine, soap, candles, shoes.
 - b) Goods that helped to produce other goods, such as wooden parts of plows and axes, buckets, looms, spinning wheels, wagons, churns.

The teacher might point out that making tools and machines took time and used up materials that the family could have used to produce a more elaborate house, finer furniture, or fancier clothing that could be enjoyed right away. But the pioneer family knew that the tools that they made would help them do their work faster and better and perhaps enable them to have more time to make houses, furniture, and clothes in the future. The foresight and thrift of the pioneer families, which caused them to use a portion of their time and materials to build tools and equipment instead of consuming everything they produced, were necessary if they were to have a better life in the future. This foresight was a vital basis for America's wealth today.

6. Why was it important for pioneer families to clear new land for farming? (With more land they could feed the family better. Some of the extra food could be exchanged in the general store for tools and other things the family needed.)
7. What do you think Big Brother became when he grew up?
8. Why did he become a farmer? Why didn't he work in a factory or an office? (Opportunities to learn other occupations were limited; most boys followed their fathers' occupations.)
9. How did the children learn how to read, write, and count?
10. How did Sarah Sue's family get their shoes?
1. What did the family do when someone was ill? Did they call the doctor? Why not?
2. Why were the pioneer family's activities as producers and consumers more limited by the seasons than ours are today? (Because farm work is closely related to weather, the farmer could produce most things only during good weather. Also, the pioneer family's consumption pattern was determined by the weather because transportation and storage facilities were poor.)
3. How did Sarah Sue's family find out what was happening in faraway places? (By word of mouth.) How do we find out today?
4. What kind of recreation did the pioneer family have? (It often took the form of gatherings of people to perform work that they could do together.) Do we have different forms of recreation today?

Activities

1. The teacher can have the children make drawings of four different goods which they remember that the pioneer family produced at home. After the drawings have been exhibited, the teacher and the class can classify the items drawn, separating them into consumer goods or tools and machines (producer goods). The children could then discuss the importance of tools and machines. They might try to imagine what would have happened if the pioneer families had produced everything for consumption and had not taken time out to repair their tools and to make new ones and better ones. (Their tools would have worn out and they would have produced less.) The class could also discuss how tools helped the pioneer to produce faster and better and how with improved tools he was able to produce more in a shorter time and thereby raise his standard of living.

2. The teacher can read the story "Jeremy's Big Day" to the class. The story emphasizes the relative self-sufficiency of pioneer households. The lack of good tools and machines compelled all members, young and old, to produce the goods and services needed. Work was so necessary that even recreation was organized around useful work. After reading the story, the teacher could have the pupils discuss the following topics.
 - a) Do children today do as much hard work as Jeremy did in the story?
 - b) Since Jeremy did not go to school, how did he learn? Do you think that Jeremy could learn as much at home as you can in school?
 - c) What went on at a barn raising? Would you call a barn raising fun or work, or both? Could most of the things we do today in our free time be classified as work? Do we have more free time today than the family in the story had? Why? (We have better tools and machines to help us get the work done faster.)
 - d) Why was Jeremy likely to become a farmer like his father? Could Jeremy learn about as many kinds of occupations as children can today in school? Were there as many occupations in Jeremy's day?
3. The traveling shoemaker, the tinker, the country store were the sources of news for the scattered pioneer farms. Because the news moved by "grapevine," it was often changed in the retelling. To demonstrate what can happen to a news story when it travels by word of mouth, the class might enjoy playing the game "Grapevine." They sit in a circle, and the first child whispers to his neighbor on the left a sentence such as: "Farmer Brown caught a big brown bear in his root cellar." The news is then relayed in a whisper all round the circle until it reaches the last person. The last person tells aloud what he has heard. The point of the game is discovered in comparing what the last person heard with what the first person said.
4. To help the children obtain some idea of what the life and tools of the pioneers were like, the class might visit a historical museum. From the crude furniture and tools, the class can discover how the pioneer family was kept busy most of the time with the production of food, clothing, and shelter, and how little time must have been available for luxuries.

5. To make more vivid the contrast between the seasonal life of the pioneer and our life today, which is little influenced by the seasons, some pupils who visit a supermarket with their parents can report to the class on the fruits and vegetables and other foods sold there that had been produced in other parts of the world, or produced at another time and frozen or canned so that they could be sold all year long.

6. To help pupils understand the comparative lack of specialization and lack of tools and machines in pioneer life, the teacher can have them look at pages 195 – 98 of the text. The four sequences show how food, clothing, and shelter were produced, how free time was spent by the pioneers, and how these things are done today. A discussion can be held on each of the sequences as follows.

a) How the pioneer family obtained its food and how we get our food today. Points that the discussion should bring out are: The pioneer family raised and processed almost all its own food. What division of labor there was took place within the family. The food itself was comparatively simple. The tools and machines used to produce the food were also simple. The family had to work long and hard for its food.

Today most people live in towns or cities and a few farmers produce the food for them. The food is transported over long distances. Labor is divided among many people who may not even know one another. There are many machines and tools to help produce and process food. The food is sold through stores and there is greater choice of foods now.

b) How the pioneer family obtained its clothing and how we get ours today. The pioneer family made almost all their own clothes. What division of labor there was took place within the family. The clothes themselves were comparatively simple. The tools and machines used to produce the clothes were also simple. The family had to work long and hard for its clothes.

Today one group of people produces the clothes for all of us. The clothes are transported over long distances. Labor is divided among many people. There are many machines and tools to help produce clothes today. Clothes are sold to us through stores and are fancier and more varied.

c) How the pioneer family obtained its shelter and how we get ours today. The pioneer family obtained almost all its own building materials and put up its own house. What division of labor there was took place within the family. The house itself

was very simple. The tools and machines used to get the materials and build the house were also simple. The family had to work long and hard for its house.

Today a relatively few people produce the housing for all of us. Materials may come from great distances. Labor is divided. There are many tools and machines to help build houses and apartments. Houses are larger and more comfortable than in pioneer times.

d) How the pioneer family spent its free time and how we spend ours today. The major points to be brought out here are that pioneer free-time activities were limited in variety and mostly work-oriented, whereas today we have a great choice of leisure activities that have little if any connection with useful work.

In all of the above discussion sequences, the way in which tools and machines help us today, the greater division of labor, and the greater amount of free time these things allow us to enjoy are the major points to be brought out.

7. To help bring home to the pupils just how many things the pioneer family lacked that we have today, the teacher can have children draw pictures of common household items that they have in their homes. The teacher can then divide the pictures into piles entitled "Things the Pioneers Had Too" and "Things the Pioneers Did Without." Then the pupils might discuss how the many more things we are able to produce today make our lives easier and more comfortable.

8. To get some sense of the lighter moods of the pioneers, the class might enjoy learning the following songs: "Froggie Would A-Courting Go," "Turkey in the Straw," and "Pop Goes the Weasel."

9. To help the children discover that even while the pioneers were leading a hard life on the frontier, other Americans lived more comfortably in cities, the teacher can show pictures, slides, or other visual materials that portray the city life of colonial times. In the cities, where a greater division of labor took place and where better transportation was accessible, there were more comfortable homes, finer clothes, and a wider choice of consumer goods. Where possible, the class might also visit colonial homes or a historical museum.

10. The following activities can be completed in the Activity Book.

a) 11A: "Pioneer Life Was Tied to the Seasons." This activity helps the children to see clearly that the pioneer's round of activities was regulated by the change of the seasons. After

doing the exercise, the children might discuss why the pioneer's life was so regulated. (The pioneer depended completely on farming, and farming in turn depends on the weather and seasons, over which man has very little control.)

- b) 11B: "How People and News Traveled Then and Today." The children should be able to distinguish between the means of communication available to the pioneer and those available to them. After completing the exercise, the class can discuss how improved means of communication have made our lives richer and how the limited means available to the pioneer restricted his ability to trade, travel, and exchange ideas.

Stories, Poems, Songs

Jeremy's Big Day

by Jeanne Stoner

Long, long ago, there lived a little boy named Jeremy. Jeremy and his family lived in a log cabin. Jeremy's father had built the cabin himself from the big trees that grew all around in the forest. Jeremy liked the forest. It was his backyard and his playground. He knew the paths, and he knew the little creatures that lived there. He knew where the nut trees grew, and he knew where to find bushes that gave big juicy berries. Sometimes when he was out gathering nuts and berries for his mother, he would go to a special place in the forest. He would be very quiet and sit very still. Before long, the curious squirrels would frisk around his feet. Sometimes even the fat old possum that lived in the hollow tree would waddle out to stare at Jeremy.

Jeremy would have liked to spend all his time in the forest, but there was much too much work to be done. Jeremy had to help his father farm the land they lived on. They had to plant corn and wheat. They had to take care of it to help it grow. One day Jeremy said to his father, "I'm tired of hoeing this old corn. Why do we have to do it anyway?" "Jeremy," said his father sternly, "that is very foolish talk. If we don't have corn for Mother to grind into meal, and if we don't grow wheat to grind into flour for bread, what will we do for food?" Jeremy couldn't answer that, Father was right. If they didn't work to grow their own food, there just wouldn't be any.

When Father and Jeremy went back to the cabin for dinner, Mother had some exciting news for them. "The Larabee family are going to have a barn raising," she said to Father. "Seth Larabee rode by today and asked if we could come."

Jeremy nearly shouted. Barn raising was really fun. All the neighbors from miles around would come, people he hardly ever saw. The men would all help put up a new barn for the Larabees. The women would all bring big baskets of food, and after the work was done, and all the food eaten, everyone would visit and have fun. There might even be a fiddler there to play music for dancing!

"Oh, Father, can we go?" asked Jeremy. Jeremy held his breath. Father didn't say anything for a while. He walked over and sat down by the fire. Jeremy knew he was considering. "When's it to be?" he asked Mother. "Seth Larabee said Saturday next," Mother answered. Jeremy crossed his fingers. "I don't know," said Mother. "There's a lot of work to be done. The fields have to be tended, and I have to get the wool carded so's to make clothes for us all before the snows come. I just don't know that we have time enough to spare for a barn raising."

"I'll help," said Jeremy. "I'll help card the wool for yarn, Mother, and I'll get up an hour earlier to water your garden so you can use the time to make the clothes."

"My!" said Father. "Sounds like someone I know is pretty anxious to go to a barn raising."

"Well," said Mother, "with all that extra help we might just be able to get all the work done." "All right," said Father. "If we can get enough work done before Saturday next, we will go."

All week long, Jeremy worked very hard. He got up even before the sun did. He kept the garden watered for his mother. He had the corn hoed in half the time it usually took him, and he carded wool for his mother faster than she could spin it into yarn on her big spinning wheel. In fact, Jeremy did just about everything around the farm that week except drive Father's team of horses. Father wouldn't let Jeremy drive the team. He said they were too much for a boy to handle. "When you get to be a man, that's when you'll drive the team," said Father.

Finally, it was the day before the barn raising. Jeremy kept waiting for Father to say something about the party. He waited all day long, but not a word was said. By dinnertime Jeremy was almost certain that they weren't going. He was very unhappy, and very tired from working so hard all week long.

"Well, Jeremy, why the long face?" said Father. "You don't look like a feller who's going to a barn raising to me!" Jeremy looked up. Father was grinning. Mother was smiling. They were going to the barn raising. They really were!

The next morning Mother packed a big basket of food. They all put on their very best clothes. Jeremy even put some bear grease on his hair, so that it would stay slicked down and look good. Even Mother and Father were excited. Soon they were ready to leave. Father brought the team of

horses and the wagon around to the door. Mother and Jeremy climbed up, and then Jeremy couldn't believe his eyes. Father was holding out the reins to him. "Jeremy, I've always said that when you got to be a man, that's when you could drive the team. You've done a man's work this week. I figure you can just drive us to the barn raising."

And that was the big day Jeremy never forgot.

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O'DONNELL, MABEL. *New Singing Wheels*. Evanston, Ill.: Row, Peterson, 1957. The collection of stories contains many that would be suitable for use with this lesson. "Spring Is in the Air" illustrates seasonality in the pioneer family's work. The children may discuss how the sugar we get is manufactured in all seasons. "Whipping the Cat" illustrates the special skill needed to produce a pair of shoes. The story brings out that as a settlement of people formed and grew, specialists, like Shoemaker Dan, began to settle down, the division of labor in the community became more refined, and goods could be produced faster and better.

SWAYNE, SAM. *Great Grandfather in the Honey Tree*. New York: Viking Press, 1949. A tall tale about pioneer life. Good illustrations.

TUNIS, EDWIN. *Frontier Living*. Cleveland: World Publishing, 1961. An adult book giving excellent background material for the teacher. Appealing and informative black-and-white illustrations.

WILDER, LAURA INGALLS. *Little House in the Big Woods*. New York: Harper, 1932. This book is for third- or fourth-grade readers, but if the teacher reads and stops from time to time to discuss the book, it can yield a wealth of information about pioneer times and the strength of character so important to the pioneers and early farm families. There is a great deal of information about how hard the farm families had to work and how the little children helped.

Films

Communications for Beginners. 1 reel, 11 min., b & w \$60, color \$120. Coronet. By pretending to be living back in the days of the Indians Tommy learns what life would be like without everyday means of communication. The film shows how methods of sending and receiving messages have changed from the smoke signals of the Indians to the telegraph and other devices of today.

Kentucky Pioneers. 1 reel, 11 min., b & w, \$60, Encyclopaedia Britannica Films. This film is intended for upper grades or high school, but it still can be shown, since there is much in it that children will be able to absorb. It follows two pioneer families along the dangerous Wilderness Road to the Kentucky frontier, describes the hardships they encountered in establishing a new home, and recalls the courage and faith that helped overcome these hardships. Shows such pioneer activities as weaving, soapmaking, candlemaking, cooking, carpentry, schooling, and square dancing.

Pioneer Home. 1 reel, 11 min., b & w \$60, color \$120, Coronet. This authentic film for the primary and intermediate grades provides the answers to such questions as: What was a pioneer home really like? How did the pioneers live? What part did children play in family life? Physical surrounding, home furnishings, hard work, and simple pleasures are all presented. After the showing, the children could discuss how hard everyone in the family had to work just to satisfy the simplest needs.

Lesson 12

As We Grow Up

Purpose of the Lesson

1. To help pupils discover that there is orderliness in the world around us (order in society) because most people, in their daily actions, behave according to predictable patterns.
2. To help pupils discover that the main reason for the predictability of human behavior is the fact that people follow customs and rules.
3. To help pupils discover that when men follow customs and rules, they are rewarded, and that when they do not follow customs and rules, they are punished.
4. To help the child discover that customs and rules change. The development of science and technology and the demands of various groups in society put pressure on the social systems and the governments to modify some customs and rules. It is the task of politics to bring about changes with as little dislocation as possible, and without destroying predictability.
5. To help children understand that rewards may take the form of respect, greater financial rewards, gaining friends; and that punishments may take the form of loss of respect, lower financial rewards, fines or jail sentences, loss of friends.
6. To show that many people, led by an inner drive, do their best without considering material rewards.

Reinforcing the Recorded Lesson

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. What were some of the happenings in Mary Jane's dream?
2. Why did these happenings make it a bad dream? (Because people didn't do what Mary Jane expected them to do, she felt that the world was disorderly.)

3. Is the real world as disorderly as Mary Jane's dream? (No, because generally you can count on people to do what you expect them to do.)
4. Why do people do what you expect them to do? (They follow customs and rules.)
5. What are customs? (Ways of doing things which we learned from our parents and which our parents learned from their parents. Rules are customs that are so important that it has been decided that everyone must follow them.)
6. From whom do we learn customs? How do we learn rules?
7. It is a good custom to be on time? Why?
8. Why is it important that we all learn customs and follow them? (Because then we can depend on each other. If everybody follows customs, we do not have to be afraid as animals are. When people feel safe, they can work and play better and be kinder to each other.)
9. How are people punished if they do not follow customs? Let us take the custom of good table manners as an example. How are people punished if they do not have good table manners? (They may not be invited to parties very often.)
10. Let us think about another custom. We respect what belongs to other people. What happens when we do not respect what belongs to others, that is, when we steal from them? (We are put in jail.)
11. Why is it that a man who steals receives a greater punishment than a man who has bad table manners? (Because the man who steals causes more harm to other people than the one with bad table manners. People have decided that they must be protected from harm, and so they have made into rules those customs that protect themselves from serious harm. Everyone who breaks such rules will be severely punished.)
12. Can you name other rules? (People will be punished if they go through a red light, if they rob a bank, or if they hurt someone.)

13. Why can we depend on stores to keep open and sell the goods we want to buy? (Because the businessman has learned to follow the custom of being reliable. If the businessman closed his store whenever he wanted to, or if he did not sell goods that people wanted to buy, people would not buy from his store. He would have to go out of business. He would be punished for not being reliable. But when the businessman opens his store on time and sells goods people want to buy, he is rewarded for his reliability with more customers and better business. Therefore the businessman has learned to be reliable, and we all benefit from being able to depend on him.)
14. Why can we depend on people who work in offices and factories to be on time and do good work? (Because the workers have learned to follow the custom of being reliable. If the workers only came to work when they felt like it, and only did work when they felt like it, they would lose their jobs or would earn less. They would be punished for not being reliable. But when the workers come to work on time and do good work, they are rewarded with steady jobs and good pay. Therefore the workers have learned to be reliable and we all benefit from being able to depend on them.)
15. What would happen to factories if people came to work only when they wanted to, and if they did not do good work on the job. (The factory owners could not depend on anyone and they might have to close the factory. Then we would have fewer things to buy.)
16. Do you think that people always have to have a reward or a rule before they do their best? (No, many do their best simply because they like to do their best all the time.)

Activities

1. To enlarge their understanding of how customs influence work and rest habits, the children can discuss how holidays determine when we work and when we rest. If people rested whenever they wanted to, there would be much confusion. The children may prepare a calendar display entitled "Holidays When Our Parents Do Not Work." The teacher can also review how important it is to be reliable when labor is divided. One person's unreliability can prevent others from working.
2. To help the children understand the importance of such common customs as good table manners, they can set a table and mimic good and bad table manners. Afterward the class can discuss how unpleasant it would be if everyone had bad manners. The class

might also discuss the fact that eating three times a day is also a custom.

3. To gain an understanding of how important time is in helping the family plan its work and play, the children can discuss the time schedule of a day at home. They may also discuss how important it is to follow a time schedule (getting up, going to work or school, eating lunch and supper, going to bed) and how confusing it would be if everyone did things just when he wanted to, rather than according to a schedule.
4. To help the children discover the benefits of being on time, the teacher can read the story "Tommy-On-Time" to the class. After the story the class should discuss the advantage of being on time and the disadvantages of being late.
5. The children can make a clock face and practice telling time.
6. The children can tell stories about what would happen if all the clocks in town stopped. (Discussion could bring out the disorder that would result.)
7. The children can discuss how important time is to orchestras, choirs, football teams, cooking, travel, planting, harvesting, and other activities.
8. The children can prepare a display of programs and bus, airline, and railroad schedules entitled "It's Good to Know the Time."
9. To demonstrate the confusion that would result if people failed to follow customary schedules, the teacher can read the story "Little Red Rooster" to the class. The story tells what happens when the rooster decides he is tired of waking the farmer and his family and the whole round of the farmer's day is disrupted.
10. To show that customs are not the same in all countries and that it is important to respect and follow the customs of the country a person is visiting, the teacher can invite parents who have lived abroad to visit the class and tell of their experiences in learning something of the customs of other people. The class might discuss how understanding and respecting the customs of other people helps to make friends.
11. To help the children understand the importance of rules in their own lives, they can identify and discuss some of the rules they encounter every day: stopping at red lights, crossing at corners, not throwing trash in the street, respecting the property of others.

If some of the children ride bicycles, they can note some of the rules they have to follow: signaling at turns, riding on the proper side of the street, not parking where it is forbidden, not riding double. The class should discuss the fact that in many places people have to pay fines for violating these rules.

12. To help the children realize that when they follow customs and rules, they make the world more pleasant for themselves and others, the teacher can read the story "A Picnic in the Park." The story tells of a family picnic and how important it is to pick up the trash afterward so that the park will be clean for the next family. After the story has been read, the class might discuss how they have picked up after a similar picnic, or how unpleasant it is to find a park or picnic grounds littered with trash because some people have not followed customs and rules. What would the park look like if everyone failed to pick up their trash? The children might draw pictures of their answers to this last question. The pictures could be displayed under the title "A Park Without Customs and Rules."
13. To help the children discover the value of rules in making life orderly and pleasant, the teacher can read the story "Donna Learns a Lesson." After the story has been read, the class should discuss such questions as these: Would they have gone off with the homeless boy in the story? Do rules protect us and our belongings? Which world was pleasanter, Donna's real world at home or the dream world without rules?
14. To help the children discover the pattern of the political process of our country, and to help them understand how some rules are established, the teacher can raise this question: Who gave the policeman the right to fine people who throw trash in the streets?
In answer to this question the teacher may tell a story that would include the following points (they might also be presented in the form of a play performed by the class).
 - a) The city's streets became very dirty because so many people threw trash on them.
 - b) Some people disliked living in a city with dirty streets.
 - c) A group of people who were interested in keeping the city clean came together to discuss the matter. They decided to visit the mayor.
 - d) The mayor listened to these people and promised to do something about the matter.

- e) The mayor walked along the streets and saw that they were indeed dirty. He decided that something had to be done.
- f) He called a meeting of the people who make rules for the city. The rule makers are called councilmen. They make up the city council. The grownups of the city decide who should be in the city council.
- g) Some people on the city council thought that it would be wise to make the following rule for the city: People who throw trash on the streets and sidewalks will be fined five dollars.
- h) Other people on the city council did not think that this should be the rule. They thought that the city should hire more people to clean the streets.
- i) Some parents came to the meeting. Some of them told the city council that there should be a rule and a fine for people who broke it. Other parents told the city council that such a rule was not needed.
- j) After both sides had been heard, the city council voted on whether they should make it a rule that people who threw trash on the streets would be fined five dollars.
- k) More than half of the councilmen voted that there should be such a rule, and it became the rule for everybody in the city.
- l) Now the city has the rule and if anyone breaks it, he must pay a fine of five dollars.

The teacher can either prepare a pictorial sequence for the story in advance, or have the children draw pictures to illustrate it after they have heard the story.

15. As an enlargement of Activity 14, the class can make a display of pictures of the President of the United States and the senators and congressmen their parents chose to send to Washington to make rules for the whole country.
16. To demonstrate how everyone suffers when one person is dependable, the teacher can have the children read the story "What Did Jack Gain? What Did Jack Lose?" on page 199 in the text. After reading the story, the class can discuss the following questions.
 - a) Would you lend a book or toy to someone who did not return things? Why not?

- b) Do you think Don and Jack were such good friends after Jack failed to return the book?
- c) Do you think that people who do not return what they borrow have many friends?
- d) Who do you think suffered more—Don, who lost a book, or Jack, who lost a friend? (The point here is that the person who is undependable suffers along with those whom his careless ways injure.)

To demonstrate how disorderly the world would be if we could not depend on other people, the teacher can have the children read the story "The Plumber Who Did Not Come" on page 200 of the text. After reading the story, the class might discuss the following questions.

- a) Do you think your mother would call such a plumber again? Why not?
- b) What else could the family do? (Carry water from the neighbors, dig a well, learn to fix the pipe themselves, call another plumber.)
- c) Do you think such a plumber would have many customers?
- d) What would the water system be like if all the plumbers in the town were as unreliable as the plumber in the story?

To demonstrate how important it is to be able to depend on other people, and how everyone is rewarded when he can depend on others, the teacher can have the children read the story "How the Grocer Gets Food" on page 201 of the text. After they have read the story, the following questions can be discussed.

- a) On whom does the grocer depend in order to have a good grocery store?
- b) Why can the grocer depend on people far away? (These people know that they will be rewarded with more business if they can be depended on.)
- c) Why does a dependable grocer have more customers than an undependable one? (His customers know that his store will be open and have the goods they want.)

To help the children discover that people often try to do the best possible job without thinking of reward, the teacher can discuss with

the class how parents do their best to take care of their children. No matter whether they are rich or poor, parents want their children to grow up to be happy, and they do everything they can to help them. The teacher might also point out that children, too, want to be helpful and often do their best without expecting a reward. The class might act out little dramas illustrating these points.

- 20. To make more vivid the point that people often do their best without thinking of reward, the children can ask their parents or friends if they know anyone in the Red Cross, the Peace Corps, or other organizations in which people work for their fellowmen. Such people often give up the financial rewards they might have received by working elsewhere. Those children who have gathered stories about such people can share them with the class. The class can also prepare a display of pictures from magazines and newspapers showing the Red Cross or Peace Corps at work. The display could be entitled "People Doing Their Best Without Thinking of Reward." The teacher can explain how such work helps people all over the world. (For narrative and pictorial material, the teacher can write to the American National Red Cross, 17th and D Streets, N.W., Washington 6, D.C., and to the Peace Corps, Washington 25, D.C.)
- 21. To demonstrate how following customs and rules helps to make men's behavior predictable, and the world an orderly place to live in, the class can play the following guessing game.
 - a) Two friends meet on the street. Can you guess what they will do?
 - b) A little boy sees a lady walking ahead of him drop a package. Can you guess what he will do?
 - c) Tommy lends Jimmy a book to read. Can you guess what Jimmy will do when he has finished reading the book?
 - d) The school fire alarm rings. Can you guess what the children will do?
 - e) An auto driver comes to a red light. Can you guess what he will do?
 - f) Sally receives a gift from Martha. Can you guess what Sally will say?

After the game the children may discuss the fact that the answers were easy because we can predict what most people will do under certain conditions. We can predict this because most people follow

customs and rules. The orderliness in society frees us from anxiety about what is going to happen from moment to moment.

22. To help the class discover that customs and rules change, the teacher can ask the children to suggest changes now occurring that will require changed or special laws. The teacher may have to prompt the children with suggestions such as space travel and increasing number of automobiles. To give local examples of changed law, the class can invite a representative of local government such as a councilman or alderman.
23. The following activities may be completed in the Activity Book.
- a) 12A: "What Will Happen Next?" The children should be able to match the situation with the action that would most probably follow. After completing the activity, the class may discuss why we can predict what will happen next.
 - b) 12B: "Who Is Following the Custom?" The children should be able to distinguish customarily acceptable behavior from behavior that breaks rules or departs from custom. After completing the activity, the class may discuss how difficult it would be to live in a world where everyone behaved like those in the exercise who were not following the custom.
 - c) 12C: "Who Will Do the Punishing?" The children should be able to match each act with the people who will punish the wrongdoing. (In some cases, there may be more than one possible punisher.) In the discussion afterward, the children can show that they understand that wrongdoing entails punishment and that there are generally accepted areas of responsibility for maintaining customs and rules.

Stories, Poems, Songs

Tommy-On-Time

by Virginia Novinger

Tommy on Time, by Virginia Novinger. Copyright 1952 by Albert Whitman & Co., publishers.

Tommy walked to school every day. He walked home every day. Some days Tommy did not get to school on time. Some days he did not get home on time.

One day Mother said, "Tommy, you are late for lunch today."

Tommy said, "A man was painting a little doghouse. I had to stop and watch."

Tommy did not get back to school on time. Miss Susan, his teacher, said, "You are late again, Tommy."

"May I please go to story time, Miss Susan?" he asked.

"No, Tommy," she said. "It would not be right. You are too late now."

He went to his seat. He sat in the room alone.

The next day Tommy got to school on time. He got home for lunch on time. He went to story time with the other children. On the way home he saw a house. It was in the street. It was on a big truck. Tommy stopped to watch. A man made the truck go very slowly. Another man walked behind the truck.

"Why is the house on the truck?" Tommy asked.

"We have to move the house," the man said.

"But why do you have to move it?" asked Tommy.

"A family lives in the house," the man said. "They want to take the house to another place."

"They could buy a new house," Tommy said.

The man said, "But they like this house."

Then the truck had to stop. Tommy asked, "Why did the truck stop?"

"A big branch of a tree is in the way," the man said.

"Do you have to saw it off?" asked Tommy.

"Yes," said the man.

Tommy said, "I will watch you." Then he went home.

Mother said, "Tommy, where have you been?"

"I saw some men move a house," he said. "It was on a big truck. I had to stop and watch."

Mother said, "Grandmother came today. She wanted to take you to Children's Park. You were too late. She would not wait."

Tommy was sad. "Oh, Mother," he said, "I did want to go to the park."

"I am sorry, Tommy," Mother said. "You must hurry to school on weekdays. You must hurry home on weekdays. On Saturdays you may stop and watch."

That night at bedtime Tommy said, "I will watch things only on Saturdays. Then I will not be late on weekdays."

Mother said, "Then you will not be Tommy-Too-Late."

The next morning Tommy went to school. On his way he saw two squirrels. They ran up a big tree. Tommy did not stop to watch. "He was watching squirrels," he said. "See you Saturday." He went along.

He saw a policeman feed an apple to his horse. Tommy did not stop to watch. "Hello, Mr. Policeman," he said. "See you Saturday." He went along.

Tommy got to school on time. Miss Susan was happy. She said, "Tommy, you are in time to help me put away some books." Tommy put the books away.

At lunchtime he saw a man sitting on a funny little cart. The man made his feet go up and down, up and down. "What do you do?" Tommy asked.

"I fix things," said the man.

"I have to hurry home," said Tommy. "See you Saturday." He went home. The front door of his house was open. "Mother," he called, "am I late today?"

"No," Mother said. "You are on time."

"I did not stop to watch anywhere," Tommy said.

That afternoon school was over at three o'clock. He walked right home again. On the way he saw three white rabbits in a store window. Tommy did not stop to watch. He said, "Hello, rabbits. See you Saturday." He went along.

He saw a man way up in a tree. Tommy did not stop to watch.

"Hello, Mr. Tree Man, I will stop and watch on Saturday." He went home. When Tommy got home, Father's car was in the street.

"Oh, Tommy," Mother said, "I am so glad you are not late. Father is home. He will take us to Children's Park before dinner."

Tommy said, "Yip-ee, Mother, that will be fun. I am not Tommy-Too-late anymore. I am Tommy-On-Time."

Little Red Rooster

by Grace Van Horn

Little Red Rooster, by Grace Van Horn, copyright 1961, reprinted by permission of the publisher, Abelard-Schuman Limited.

Little Red Rooster opened his eyes just as the sun came peeping over the hilltop. He flapped his wings and opened his mouth to crow, for it was his job every morning to wake the farmer.

With his mouth still open, Little Red Rooster thought, "Why should I be the first one awake every morning? Let someone else do the crowing from now on. I'm going back to sleep." And covering his mouth delicately with the tip of his wing, he yawned and went back to sleep.

The sun rose higher and higher, and Little Red Rooster slept on. And so did the farmer and the farmer's wife and all the farmer's children. None by one the farm animals awoke and began to look for their breakfast.

"Oink, oink," said the pigs. "We want our breakfast."

"Moo, moo," said the cows. "Where is the farmer with our breakfast?"

"Neigh, neigh," said the horses. "How can we work today if we don't get our breakfast?"

"Baa, baa," said the sheep. "We can't get out into the clover field until the farmer comes and opens the gate for us."

When Little Red Rooster finally awoke, he heard the hens scolding and calling his name.

"Wake up! Wake up! Little Red Rooster," they cried. "The farmer has not brought us our breakfast. What do you suppose could have happened?"

"Nothing has happened," yawned Little Red Rooster. "I just decided that I would sleep late from now on, that's all." Then how the hens did scold Little Red Rooster! They called him lazy and good-for-nothing. They even pecked him on the head with their sharp beaks.

At last Little Red Rooster sauntered into the barnyard. He flew up on a fence post, flapped his wings, and crowed "Cock-a-doodle-do!"

The farmer awoke with a start and looked out the window. "Mercy sakes!" he cried. "It must be very late and the animals have not been fed and the cows have not been milked."

The farmer's wife awoke. "Mercy sakes!" she cried. "The children will be late for school." And they both rushed around in confusion, trying to do everything at once.

The farmer hurried so fast that he tried to put his trousers on upside down. When that would not work, he tried to put them on over his head.

The farmer's wife hurried so fast that she put the pigs' feed on the table and carried the farmer's breakfast out to the pigs.

The children hurried so fast they put their shoes on the wrong feet, and when they tried to take them off to put them on right, they found they had tied all the laces in hard knots.

Soon the whole house was in an uproar. The farmer scolded his wife; the wife scolded the children and the children began to cry.

When the farmer finally started out to feed the animals, he was puffing so hard that the buttons holding his suspenders popped right off his trousers. The buttons went rolling and bouncing across the yard. The farmer grabbed at his trousers and raced into the house to find some safety pins.

Later, as the farmer threw the corn to the chickens, he said, "You lazy rooster, it is all your fault." And Little Red Rooster hung his head in shame.

Soon the milk truck came rumbling into the barnyard to load the cans of milk—but there was no milk to load, because Little Red Rooster had not wakened the farmer in time to milk the cows.

The driver of the milk truck laughed at the farmer. "You're old-fashioned," he said. "Nobody keeps a rooster to wake them up anymore. Why don't you have chicken potpie and buy yourself an alarm clock?"

"Now that is a good idea," said the farmer, for he was very angry at Little Red Rooster. "I think I will buy an alarm clock tomorrow."

When Little Red Rooster heard that, he was terribly frightened. "Oh, what shall I do?" he cried, and he ran to the hens for comfort.

But the hens were still angry and would only say, "Well, maybe if the farmer has an alarm clock we will get our breakfast on time."

So Little Red Rooster ran over to the pigpen. But the pigs were still angry and would only say, "Our job on the farm is to eat and grow as fat as we can, and we do our best at it. Why didn't you do your best?"

Then Little Red Rooster ran into the barn to see the cows and horses. But the cows and horses were still angry and would not even speak to him.

Next Little Red Rooster ran out to the clover field to talk to the sheep. "Oh, gentle sheep," he cried, "what can I do? The farmer is going to buy an alarm clock. Then he will have no use for me except as chicken potpie!"

The sheep looked at Little Red Rooster. "Poor foolish Little Red Rooster," one of them said. "You should know that everyone on the farm has a certain job to do. The farmer and his wife work hard. The children go to school. The cows give milk; the horses work in the fields; the hens lay eggs; the pigs grow as fat as they can; and we grow wool to make warm clothing. Your job was to wake the farmer every morning."

Little Red Rooster walked sadly back to the barnyard. He watched the school bus come, but the farmer's children were not ready and the school bus went on without them.

All day long Little Red Rooster wandered around the barnyard, with no one to talk to, and wondering when the farmer would come to get him to make the chicken potpie.

But the farmer was busy trying to catch up on his work. He had to take the children to school himself, because the school bus had not waited.

He had to take the milk to the city, because the milk truck had not waited.

Little Red Rooster was a sad little rooster as he went to bed that night. "I haven't a friend left in the whole world," he thought miserably. "I wonder if I could get my old job back in the morning."

So early the next morning, just as the sun came peeping over the hilltop, Little Red Rooster gave the biggest, loudest crow of his life. Then, just to make sure that the farmer woke up, he crowed three times more, just as loud as ever he could.

The farmer awoke with a start and looked out the window. "Well, now," he smiled. "That's more like it. I guess I won't buy an alarm clock after all."

A Picnic in the Park

by Ruth Dudley

"A Picnic in the Park," from *Good Citizens—Good Neighbors*, by Ruth Dudley. Copyright 1957 by Ruth Dudley. Reprinted by permission of Childrens Press.

One lovely day during the summer, Cindy and Carl had a picnic in the park with some friends.

The children played hide-and-seek. They found fine places to hide. When they ran, they stayed on the paths. They were careful to keep off the flower beds.

They ate at a long picnic table. The children were very hungry after playing so hard. Ummmm! How good that lunch tasted! After they had eaten, the children asked to be excused.

"So we can play," Carl said.

Mother looked at the empty paper plates and cups. She looked at the paper napkins blowing about in the breeze.

"Goodness!" she said. "I wonder how the park would look if picnickers did not pick up their trash?"

"Come on, kids!" Cindy said. "Let's clean up."

The children scurried around. They put papers into one trash box. They put cans and bottles into another. Soon the picnic spot looked spic-and-span.

"That's fine," Mother said. "Now everything will be clean for the people who come here to eat."

Donna Learns a Lesson

by Jeanne Stoner

Donna's lower lip stuck out so far you could have hung a pail on it. Donna was pouting. It was all so unfair. Why should she have to stay in her room just because she took Buddy's beach ball? She didn't hurt his old beach ball. She just took it over to Betty's to play. How did she know Buddy would want to take it when he went swimming that afternoon? Mother had been very stern with her.

"Donna, you know you should have asked Buddy before you took the ball. He bought that ball with the money he saved from his allowance. It is his, and you know you mustn't take something that belongs to someone else without permission. That is one of our family's rules."

"I don't know why I can't play with the beach ball. I didn't hurt it. That's a silly old rule, anyway."

"Donna, I think you had better go to your room and think about it. That may help you see that it is not at all a silly rule. It is a very important one."

"Rules, rules, rules," thought Donna. "That's all there is in this family, just a lot of silly rules. Be on time for dinner. Don't cross the street. Be polite. Do your share. Tell the truth. Help each other. That's all families are good for—just making silly rules. I wish I could do what I wanted to do—I'm tired of rules."

"Okay," said a voice. "Why don't you come with me? Don't stay in this room just because your mother said to. Why should you? Come with me and we'll do what we please."

There, sitting on her window sill, was a funny-looking boy. Donna stared at him. She was so surprised she couldn't even say "Hi." She'd never seen him in the neighborhood before.

"Who are you?" Donna finally asked.

"I'm a dingo dog with a curly tail," the boy answered, and then he stuck out his tongue at her.

"That's not very polite," said Donna.

"Polite, polite—why be polite? I thought you were tired of those silly rules. That's why I came to take you away."

"Away? Where?"

"Where I live. There are no families and no rules. You can do just what you want to do, and you don't have to do what you don't want to do. Come on, let's go."

"Well, I don't know . . ." said Donna.

"You don't know—you don't know! Who would want to stay in a place with rules when you can come with me and be as naughty as you please!"

"Does your mother let you do just anything? Does she ever punish you?"

"I don't have a mother. There aren't any mothers, or fathers, or sisters or brothers where I live. I told you there are no families or rules. You can do as you please."

"But who takes care of you?"

"I do. I take care of myself."

"Who cooks your meals?"

"Nobody. I eat when I feel like it."

"Who fixes your clothes?"

"Nobody. I like them ragged."

"Who puts you to bed and kisses you goodnight?"

"Nobody. Sometimes I don't even go to bed," said the boy puffing out his chest.

"What do you do when you need something? Who gets it for you?"

"I do."

"How?"

"I take it away from somebody. If I'm hungry, I take somebody's food. If I'm tired, I sleep in somebody's bed. If I want to play, I take somebody's toy."

"You're a horrid boy," said Donna, stamping her foot.

"Nah, nah! It's the same thing you do," said the boy, and he stuck out his tongue again.

Donna had forgotten about Buddy's beach ball. She remembered it now and she felt ashamed. Her brother Buddy was very nice to her. He took her swimming, and he read stories to her. She loved Buddy. She was sorry now that she had taken his ball without asking.

"Rules, rules, stupid rules!" the boy yelled, standing on his head. "Families are good for nothing. Families are no fun. I'm glad I don't have a family."

Suddenly Donna was very sorry for the boy. He really didn't have a family. He really didn't have anyone at all. That was why he was so impolite. That was why he looked so ragged and dirty. He had no one to love him, or help him, or show him how to grow up. That was awful. "Everyone needs a family, and rules too," Donna thought. "I was wrong, and Mother was right. Family rules are very important. Families are the most important thing of all."

"Come on," said the boy, grabbing her hand. "Let's go. You said you wanted to get away from your family. That's why I came for you."

"No! No!" cried Donna. "Let me go! I want to stay with my family!"

"Come on," said the boy, pulling harder.

"No! No! Let me stay! Let me stay! . . ."

"Donna—Donna—what's wrong?"

Donna opened her eyes and there was Mother, sitting on the bed next to her. It was Mother holding her hand, not that awful boy.

"Oh, Mother!" Donna threw her arms around her mother's neck. "I'm so sorry—I didn't realize—I love everybody in the family—I want to stay with you."

"Why of course you'll stay with us, dear," said Mother. "That's what families are for—to be together and love one another and show children how to grow up. That's why we have rules. They help you grow up to be good people."

"I know now," said Donna. "And Mother—I'm never, never, never going to break a family rule again!"

And Mother just smiled.

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Films

Am I Trustworthy? 1 reel, 10 min., b & w \$50, color \$100, Coronet. Points out that by practicing trustworthiness in the little things of everyday life, people can trust one another when important things come up.

Beginning Responsibility: Other People's Things. 1 reel, 11 min., b & w \$60, color \$120, Coronet. A class learns how to care for public and private property as well as borrowed or found articles.

The Calendar: Days, Weeks, Months. 1 reel, 11 min., b & w \$60, color \$120, Coronet. Introduces the calendar and shows the relation of days to weeks and weeks to months. A little boy learns how to read the calendar in order to find out which day the circus is coming to town.

Fairness for Beginners. 1 reel, 11 min., b & w \$55, color \$120, Coronet. As children work in the classroom, they learn ways of being fair, taking turns, and respecting the rights of others.

The Fun of Making Friends. 1 reel, 11 min., b & w \$60, color \$120, Coronet. The value of friendships, how to make them, and how to keep them.

Let's Be Good Citizens at Play. 1 reel, 8 min., b & w \$49.50, rental \$4.50, Gateway. Children learn that they have more fun when they are good citizens.

Let's Share with Others. 1 reel, 11 min., b & w \$60, color \$120, Coronet. The film teaches a lesson in fair play, cooperation, thoughtfulness, and friendship. It includes sharing things, taking turns, and doing things together.

What Time Is It? 1 reel, 11 min., b & w \$60, color \$120, Coronet. A girl learns to tell time by the clock and calendar when she plans for an approaching birthday party. The film makes use of fascinating participation devices as it teaches how the ability to tell time helps us work together.

Your Family. 1 reel, 11 min., b & w \$60, color \$120, Coronet. A family achieves the unity necessary for a happy home through mutual understanding, acceptance of responsibility, and cooperation. The film develops an appreciation and understanding of the family as a social unit and of the important role the individual plays within the family.

Lesson 13

Specialists at Work

Purpose of the Lesson

1. To help children discover that when fathers or mothers work away from home, they have special jobs to do.
 - a) Because they have special jobs to do, they learn how to do the jobs well.
 - b) Because each person has a special job to do, he must depend on other people to do other jobs.
 - c) Because each person learns how to do his special job well, he produces more than if he were a jack-of-all-trades and produced everything he needed at home.
2. To help children understand that because bigger and better machines are used, fewer people are needed on farms and in factories to produce the goods we need.
3. To show that people work away from home because—
 - a) Many goods and services have to be produced by many different kinds of specialists working together.
 - b) Big machines have to be used in large buildings called factories.
 - c) Many goods and services are produced faster and better where the soil or climate is right.
4. To show that more people are now free to produce services, which make our lives more comfortable.
5. To show that today people have a wider choice of goods and services and jobs than people had long ago.
6. To show that the invention of more and better machines is causing jobs to change.

Reinforcing the Recorded Lesson

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. Who is a producer of goods? Who is a producer of services?
2. What are some of the goods and services that fathers and mothers produce away from home?
3. What do we call a man or woman who learns to do a particular job very well? (A specialist.)
4. Why do we produce so many goods and services away from home? (Because many goods are produced by big machines that have to be used in special large buildings called factories; because many goods and services have to be produced by specialists; because sometimes many specialists must work together to produce goods and services; because many goods are produced faster and better where the soil or climate is right.)
5. Why did most people long ago live on farms? (Because most families had to produce their own food and clothing.)
6. Why can most people live in cities today? (Because with the help of farm machines, farmers today can produce food for many families who do not have to live on farms.)
7. Why can so many people be producers of services? (Because today with the help of machines, fewer workers are able to produce many goods, and so many people can take jobs producing services.)

Activities

1. The children can ask their parents what they do at work and then report to the class or, if possible, act out what the jobs are.
2. The class can play a game of charades: members of the class act out certain occupations, and the rest of the class tries to guess what the occupation is.

The children might play a game to see how many different occupations they can name in alphabetical order. The class is divided into two teams. The first child on each team names an occupation beginning with *A*, the second names an occupation beginning with *B*, the third names one beginning with *C*, and so on. If a child misses, he takes his seat. When the teams have gone through the alphabet, the team with the most players left wins the game.

The teacher can read the story "The Cat Who Wondered" to the class. Afterward the class might discuss the various jobs of people who travel to work and why their work is useful.

To reinforce the idea that many goods have to be produced away from home because of the cost of the equipment and the many specialized skills needed, the teacher can read the story "Twelve O'Clock Whistle" to the class. Afterward the class might discuss how the division of labor in a factory makes it possible to produce more goods in less time, and how factory workers depend on each other because their jobs are specialized.

To help the children understand the importance of specialization, the class might discuss how important in the community are such specialists as doctors, firemen, policemen, teachers, farmers, grocers, and pharmacists. Each is important to the others and each in turn needs all the others.

In Lesson 5, "Dividing the Work," the class may have acted out the little play about zoo keepers and the animals they cared for. The children might recall that the animals thrived better in the care of specialists than when the general public tried to feed them.

To help the children discover that today a large number of people produce services, the teacher can ask the children to find out from their parents what work their fathers and mothers do away from home, and the following day ask each pupil to describe the work his parents do. The class can then decide whether they are producers of goods or producers of services. (Office workers, salesmen, and executives, as well as barbers, TV repairmen, and the like, are generally considered to be producers of services.) The children of parents who produce goods might stand on one side of the room, the children of parents who produce services on the other. The teacher might join those whose parents produce services. After the information has been gathered and reported, the children might prepare a pictorial chart entitled "Our Fathers Produce Goods and

Services Away from Home." The chart should include the following headings: Number of Fathers Who Produce Goods, Number of Fathers Who Produce Services, Number of Fathers Who Are Unemployed. The children should use symbols (standing for one person each) to represent the number of persons in each category, and put a legend at the bottom explaining what the symbol stands for. (The chart can also serve as an exercise in the principles of the pictorial representation of numbers.)

In many communities the results will show that most parents produce services. The teacher might discuss the question of why so many parents produce services.

9. To help the children discover one of the reasons so many parents produce services, they can read the story "How Producers Changed" on page 203 in the text. After reading the story, they should discuss how the invention of machines has made many producers of goods unnecessary. Such people, as a result of increased production, now find opportunities to work as producers of services.
10. Each child may choose to tell about one occupation—what the job consists of and why it is important to other people. For example, a child might say, "I am a truck driver. I bring food from the farms to the stores so that people who live in the city can eat."
11. To help the children understand that today many specialists are needed to produce goods and that specialization increases dependence on one another, the teacher might assemble a series of photographs showing various kinds of workers building a house. After viewing the photos, the class could discuss how many different kinds of workers are necessary to build a house and how each one's work is important.
12. The children can cut from magazines pictures showing producers at work away from home. They might prepare an exhibition of the pictures, grouping them under the titles "Producers of Goods" and "Producers of Services."
13. The teacher and children can play a game in which they guess whether certain people produce goods or services. The teacher can explain the game thus: "I will tell you of useful work that a father or mother is doing. If you think that he or she is a producer of goods, then clap your hands twice like this (clap, clap). But if you think that the father or mother is a producer of services, then knock on your desk like this (knock, knock). Are you ready to play? All right. Here we go."

"I am thinking of a mother who nurses sick people in a hospital. Is she a producer of goods or a producer of services?" (Knock, knock.)

"Very good. Who can put the answer into a story?"

A child may say, "The mother is helping the sick people by being a nurse. The mother is a producer of services."

The teacher asks another question: "I am thinking of a father who works in a factory that makes automobiles. Is he a producer of goods or a producer of services?" (Clap, clap.)

The teacher says, "I am thinking about a father who is a barber and cuts people's hair." (If any one thinks the father is a producer of goods, the child should be reminded that the father does not produce the hair—only the service of cutting the hair.)

14. To demonstrate that different regions and communities provide different job opportunities, the teacher can assemble from magazines pictures of the following: a typical small town (showing the main street), a one-industry town (steel mills, chemical plants, oil refineries, or auto plants), a resort (hotels, restaurants, places for recreation), a port city (busy harbor), a logging camp, a sawmill, a transportation center (railroads). The teacher should show the pictures to the class and ask what kind of jobs their fathers would be likely to find in each place. After deciding what kinds of jobs would be available in the places pictured, the class might discuss the following: whether the available jobs are for producers of goods or for producers of services; where the most jobs would be available; and whether the surroundings sometimes determine the kind of job one is likely to find in a given place. (In a resort, jobs would be related to recreation and entertainment; in a port city, jobs would be related to transportation of cargo—sailing, railroading, trucking—and buying and selling goods moving through the port.)
15. To reinforce the idea that division of labor leads to specialization, the teacher can reread the story "Pelle's New Suit," from Lesson 5, to the class. Afterward the class should discuss how each of those who helped make Pelle's suit was a specialist in his work.
16. To help the children understand how jobs change when new machines are invented, the teacher can read the story "The Red Rooster" to the class. After the story has been read, the class can discuss the fact that just as inventions have displaced the animals in the story, so do new machines cause men to look for new kinds of jobs. The teacher might emphasize how formal education helps people to adapt more easily to changing conditions, or how good learning habits enable men to learn new jobs more readily.

17. To help children discover that some people's jobs change with the seasons, they can tell stories about jobs that are done only at certain times of the year. Or the teacher can mention various jobs and ask whether they are winter or summer jobs. After going through some of the more obvious examples such as construction work (summer), fruit picking (late summer), outdoor lifeguard (summer), ice breaking (winter), and trapping (winter), the teacher might mention more difficult examples such as making winter clothing (summer), printing Christmas cards (summer), and making bathing suits (winter). These latter jobs may also serve to help the children discover that with specialization one can plan ahead and produce things beforehand so that they are available when needed.
18. To reinforce the idea that there are many different jobs for people to do, the teacher can read the poems "Fathers at Work" and "Round and Round Go the Wheels."
19. To help the children understand that everything we have has been produced first, the teacher can read the poem "Think of That."
20. The following activities can be completed in the Activity Book:
 - a) 13A: "What Do Producers Do?" The children should be able to recognize and distinguish between producers of goods and producers of services. After completing the activity, the class should discuss how each of the producers pictured in the Activity Book is an expert at his job and thus a specialist.
 - b) 13B: "Old and New Jobs." The children should be able to relate the job of the past to the new job that has replaced it. After completing the activity, the class should discuss how jobs change and tell a story about each of the job changes pictured on the page. Such a story might run as follows: "Mr. Brown used to drive a horse and wagon. Then trucks and automobiles were invented. They could do the job faster and better than the horse and wagon. Mr. Brown learned to drive a truck. Today Mr. Brown has a job driving a truck."
 - c) 13C: "Old and New Tools." The children should be able to associate the tools that were used in the past with the pioneers and the modern tools with the man of the present. After completing the activity, the class should discuss how new tools help us do work faster and better, and how new kinds of jobs have appeared as a result of such inventions.

The Cat Who Wondered

by Lucy Sprague Mitchell

The Cat Who Wondered," from *Animals, Plants, and Machines*, ed. Lucy Sprague Mitchell.
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Once there was a little cat who lived outside the city. Every morning the little cat watched the men and women go away from their homes. "Why do the men and women go away in the morning?" wondered the little cat.

Then she wondered about another thing. "Where do they go?" Still the little cat wondered, "What would happen if I followed the men one morning and saw for myself where they went? I will do it!" So the very next morning the little cat drank her milk, washed her paws, and smoothed down the fur on the side of her face.

When the man in her house went out the door, she went out the door too. On soft paws that did not make a sound, she followed him down the street.

The man stopped and bought a paper from a little boy. Then he walked down the street until he came to the station. There he stood and waited for a train. Other men and women who go away in the morning stood there too.

When the train came, the men and women got on the train and sat down. So the little cat got on the train and sat down too. Only the little cat crept under a seat where no one could see her.

The men were looking at their papers. One man slept. So the little cat slept too. When the train stopped, more and more people got on. But the little cat did not see anyone get off. So she stayed on the train too. At last the train went more and more slowly, slipped into a big dark station, and stopped.

The men got out of the train and they walked out of the station and down the street. The little cat followed without a sound.

First she followed the man who lived in her house. He got on another train that ran under the ground. Later he got off the train and walked some steps into the daylight. He walked down a long street.

The man went into the highest building on the street. He got into an elevator that went up and up. The little cat stayed right near him.

The elevator stopped at many floors, but the man stayed in the elevator until he got to the top floor of the building. So the cat stayed too.

When the man got out, the little cat got out. She followed the man to a door. The man and the cat went into a room with glass walls. Through the glass she could see someone playing and someone singing. But she could not hear them.

The man pushed a button. Then the cat could hear the people. The man waved to the people through the glass wall. Then he went to a round place in the wall and said, "This is station ABC. Good morning to everyone."

Many times the little cat had heard that same voice coming out of the radio at home. Now she knew where the man in her house went every morning. He went to talk on the radio.

Then the little cat wondered, "Where do the other men go?"

She went out on the street and followed a man in a brown suit and a brown hat. He went into a big building and into a room with cages in it. The room had high walls and a white stone floor. Men were standing in some of the cages.

The man went away and took off his brown hat and coat, and then the little cat saw him standing at a cage window. He started to give people money for the pieces of paper they gave him. The little cat watched the people come in, get their money, and go out again. Now she knew where the man in the brown suit went every morning.

The cat went out on the street and followed a woman. She followed the woman into a building and into a room where there were many typewriters. The woman sat down at her typewriter. Then she put paper in her typewriter. The typewriter went very fast and made clicking sounds.

She followed one man into a big store. He put shoes on the feet of people who came and sat down in front of him.

Another man went into a big building where everything was white and all the people were dressed in white. There were a lot of sick people in beds. No one saw the little cat as she crept around looking at everything.

The man went in to see the people who were in bed. He sat down by them and talked to them. He laughed with them and gave them something to make them well.

Sometimes the man put a little glass stick into the mouth of a boy or girl. The little cat did not know what he was doing. She did not know that he was helping people grow strong and well in this big clean house.

The cat followed another man. He went to an office with a desk and telephone. He had a big piece of coal on his desk. All the time the little cat stayed there, she heard him talking into the telephone.

"Your house is cold?" he would say into the telephone. "Then I will send you some coal right away. How much do you want?"

Twelve O'Clock Whistle

by

Jerrold Beim and Ernest Crichlow

From *Twelve O'Clock Whistle*, by Jerrold Beim, copyright 1946 by Jerrold Beim, permission of William Morrow and Company, Inc.

Another woman went into a big building where there were lots of children. All the children stood up when she came in.

"Good morning," said the children.

"Good morning," said the woman.

"Now we will sing," said the woman.

All the children began to sing, for the woman was their singing teacher. The little cat sat under a desk and began to sing too. "Meo-o-o-w! Meeeoowww! Meeeooww!"

"Stop!" said the singing teacher. "There is a cat in the room. Who brought a cat to school?"

Everyone looked around. But the cat jumped into a little girl's desk just then and they never found her.

When the singing began again, the little cat crept out and ran through the streets until she came to the railroad station. There she saw a lot of men with red caps. People called to them, "Red Cap! Red Cap!"

The little cat ran and ran until she found the same train that had brought her to town. She could tell that it was the same train by the smell.

She gave a big jump and landed in the train just as it started to move out of the station.

She sat down in the sunshine on one of the seats and was just going off to sleep when she heard a man coming through the train. The train began to move faster and the man began to call, "Tickets! Tickets!" Click, click, click! "Tickets! Tickets! Tickets!"

"Time to move on," thought the little cat. "All this talk of tickets, tickets, makes me jumpy."

So the little cat ran through the train. She ran through two cars with seats and people sitting in them.

She ran through the car with many bags and boxes in it. There was a dog in one of the boxes. The little cat did not stop to look. She moved on as fast as she could.

At last she found that she was at the front of the train. She was in the engine. The engineer pulled something and the train whistled.

The cat jumped.

The engineer looked down and laughed.

"Well, well, well," said the engineer. "Here is a cat coming home from town. Meow when you want to get off and I'll stop the train, Little Cat."

The train stopped here and there at the stations. At last the little cat smelled the smells she knew. The next time the train stopped, she crept by the engineer's legs and jumped off the train.

The little cat went home. She never wondered again where the men and women went every morning. She knew they all went to work. The cat was very glad that she could lie in the sun in the country and not have to wonder anymore.

Mitch lived in a big city. He lived with Dad, Mom, and his baby brother Seth. Their house was one in a long row, and behind it were tall factories.

In the daytime Mitch heard the factory noises. He liked to hear the whistles blow. At night he saw lights in all the windows and knew that people were working inside.

Mitch's Dad worked in a factory where he made automobiles. Every morning Mitch got up and had breakfast with Dad and Seth, but Mom always finished first. "I have to pack Dad's lunch box while you eat," she said.

Mitch watched her make sandwiches and put tomatoes, fruit, and candy in the box. Then Dad and he were ready to go. They walked down the street together, Dad swinging his lunch box beside him.

When they came to the bus stop, Dad said, "Well, this is where we say goodbye, because you have to go to school."

"But I want to go to the factory and make automobiles too!" Mitch cried.

There were lots of other men and women waiting for the bus. How they laughed when they heard Mitch! "Now what could you do in a factory," someone asked. But before Mitch could answer, the bus came and everyone got on. Mitch waved goodbye to his Dad and went on to school.

Mitch went on to school, walking on the edge of the curb so that he could see all the cars in the street. He saw big cars and little cars, truck station wagons, and even a fire engine racing by.

When he got to school, he sat at his desk and listened to the teacher, but he also thought about what he'd do if he could go to the factory.

He'd cut and saw!

He'd hammer and bore!

He'd make a car!

He'd paint it red!

Or maybe yellow!

Or maybe blue!

He'd make the most wonderful car in the world!

On days when there wasn't any school, Mitch liked to wear the overalls he had that were just like Dad's. He walked to the bus stop with Dad on these days too, but of course he couldn't go to the factory. He had to go back home. One Saturday when Mitch came back from the bus stop, he saw Mom on the front stoop waving something in her hand. "Look what Dad forgot!" she cried. It was the lunch box.

He'll be hungry without his lunch!" Mitch cried. "Maybe I can catch a." He grabbed the box and ran as fast as he could. But when he got the bus stop he saw that it was too late. The bus was gone.

Poor Dad! How would he get along without his lunch? And then Mitch suddenly had an idea. He had some money in his pocket for a Saturday treat. He would take the next bus and get Dad's lunch to him before the twelve o'clock whistle blew. Mitch waited until another bus came along and then he got into it and gave the driver his fare. He found a seat and put the lunch box beside him.

At last the bus stopped at the factory and Mitch got off. How high the hills were around the factory! "Now don't tell me you're looking for a guard!" the guard at the gate laughed.

"My Dad forgot his lunch box and I want to get it to him," Mitch said. "Well, I'll have one of the guides who tour the factory take it to him," the guard said. "Hey, Walt, are you busy?"

And then Mitch had another idea. "Could I go into the factory?" he asked. "My Dad would be surprised if I brought his lunch box to him myself."

You could do that if I take you on a tour of the factory," the guide named Walt said. "Come along," and he led Mitch across the factory grounds.

Mitch was so excited he couldn't even talk. They came to the factory entrance. "First stop is the foundry," Walt said. "That's where the engines are made. They pour castings out of melted iron. It's very hard and dangerous work."

Mitch looked around and his eyes grew wide. "But I don't see any cars," he said. "And I don't see my Dad either."

It doesn't look like a car yet, but it will," Walt told him. "And we'll go to your Dad. Next stop is the machine shop. That's where bolts and other parts are made. The chassis, wheels, and tire rims, too."

Mitch looked around and his mouth opened wide. "Are all these people making a car?" he asked.

And a lot more of them before it's finished," Walt said. "Let's go on and look for your Dad. The body assembly is where carpenters make the frames and the tinsmiths put the parts of the body in place." Mitch could hardly believe what he saw but it was beginning to look like a car now.

Now we'll go to the paint shop," Walt said. "That's where the fenders are dipped into big vats of paint and other parts go through the bake ovens."

Mitch remembered how he was going to paint a car—red, yellow, or blue. "But I couldn't do this!" he thought.

And in the assembly room they put the cars together," Walt said. "That's what I like to watch best of all."

"It's a car now!" Mitch exclaimed as he saw oil and water being put into one.

"And the only thing left to be done is to test it," Walt said. He led Mitch out of the factory to the testing ground. Mitch saw a car being driven over bumpy mounds.

"But if this is the last place, where's my Dad?" he cried.

Just then the car pulled up and stopped in front of him. "Why, Mitch, what are you doing here?" a voice called.

Mitch looked up and there was Dad! "Dad, you forgot your lunch box and I brought it to you!" Mitch cried.

"That's wonderful," Dad said. "I'm hungry after testing cars all morning." But then he looked at Mitch and saw a sad expression on his face. "What's the matter—don't you like it here at the factory?" Dad asked.

"Yes, I do—but I thought you made cars all by yourself," Mitch said.

Just then the twelve o'clock whistle blew. "Let's have some lunch," Dad said, and they sat near the car. "Mitch, do you see that screw on the bottom of the windshield wiper?" Dad asked. "I noticed that it was loose when I was testing the car. Would you tighten it for me?"

"Sure!" Mitch said.

Mitch got into the car and turned the screw. He turned and turned until it was so tight it wouldn't move anymore. And when he was done, he heard Dad say, "Now this car is finished and you helped make it, too."

"I helped make it!" Mitch exclaimed.

"That's right," Dad said. "A lot of people have to work together to make a car. And everything is important, whether it's a big job or a little job. Now how'd you like a ride as a reward for bringing me my lunch?" A ride in a brand new car! How proud and happy Mitch was, and Dad even turned the windshield wipers on.

After that, whenever Mitch walked along the curb on his way to school, he was always sure he saw the car that he had helped to make.

Red Rooster

by Edna Boutwell

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There was once a Red Rooster who lived on a small farm. He thought the world was a wonderful place. He was glad he had work to do. Red Rooster was the first one to wake up every morning. The moment he crowed, Farmer Greene jumped out of bed. He put on his blue shirt and his blue overalls and came whistling down to the barn. He had work to do too.

That's the way it was for a long time, and everybody was happy.

One day a peddler came to the farm. He sold Farmer Greene an alarm clock. It was a wonderful clock. It not only told what time it was but rang a little bell to wake up Farmer Greene every morning. He was so pleased with it that he kept it always by his bed.

Red Rooster grew sad. He was afraid Farmer Greene would have no more need of him. Once in a while now, the farmer came down to the barn before Red Rooster had even opened one eye.

One morning when Red Rooster was crowing, Farmer Greene threw a shoe at him. "Quiet!" he roared. "I have been awake for half an hour. I do not need you to tell me when to get up!"

"I will run away," said Red Rooster to himself. "There must be someone in the world who needs to know when to wake up in the morning."

He decided to leave at once. He had not gone more than five steps when he heard something stirring in the hay. He saw two plump speckled hens. They looked sad.

"What is the matter with you?" he asked sharply. He hoped they had not seen him tremble when Farmer Greene's shoe flew by his head.

"We are not needed here any longer," said one of the hens. "Once we used to sit on our eggs and hatch baby chicks for Farmer Greene. But last week he bought a machine he calls an in-cu-ba-tor. It can hatch hundreds of eggs. Now all we do is lay eggs for him to eat."

"Come along with me," invited Red Rooster. "I am sure we will find someone who needs us."

The hens were glad to join him and they went on together. They had not gone far when they saw a sleek yellow cat sitting on a fence, washing her face. She looked sad.

"What is the matter with you?" asked Red Rooster.

"My master does not need me any longer," said the cat. "Once I caught the mice in his house and he was glad. In the evenings I would sit and purr. But someone gave him a mousetrap, and a kettle that sings to him. Today he told me I would have to find another place for myself."

"Come along with us," invited Red Rooster, and he told the cat why they were going on their journey. The cat was glad to join them, and they all went on together.

They had not gone more than a few yards when they saw a big brown dog lying by the roadside. He looked sad.

"What is the matter with you?" asked Red Rooster.

"My master does not need me any longer," said the dog. "I used to bark and warn him of danger. But now he has something called a burglar alarm. He has no more use for me."

"Come along with us," invited Red Rooster, and he told the dog why they were going on their journey.

The dog was glad to join them, and they all went on together.

They had not gone more than half a mile when they saw a coal-black horse standing by a barn door. He looked sad.

"What is the matter with you?" asked Red Rooster.

"My master does not need me any longer," said the horse. "Once plowed his fields and carried him to church and to market. But the other day he bought something he calls a tractor to do his plowing, and a automobile to take him wherever he wants to go. He told his wife on yesterday that he was going to sell me."

"Come along with us," invited Red Rooster, and he told the horse why they were going on their journey.

The horse was glad to join them, and they all went on together.

They had not gone a mile when they saw a white goat tied to a fence chewing an old rope. She looked sad.

"What is the matter with you?" asked Red Rooster.

"My master no longer needs me," said the goat. "Once he used milk to make cheese. But now he buys cheese all ready-made and wrapped for him. He said I was a nuisance."

"Come along with us," invited Red Rooster, and he told the goat why they were going on their journey.

The goat was glad to join them, and they all went on together.

They had not gone the length of the rail fence when they saw a gentle-looking cow standing by an old apple tree. She looked sad.

"What is the matter with you?" asked Red Rooster.

"My master no longer needs me," said the cow. "Now that he has money to jingle in his pockets, he pays a man to leave milk in bottles on his doorstep. He said he would not milk me after today."

"Come along with us," invited Red Rooster, and he told the cow why they were going on their journey.

The cow was glad to join them, and they all went on together.

They had not gone more than a hundred feet when they saw an old servant woman sitting on the steps of a fine house. She looked sad.

"What is the matter with you?" asked Red Rooster.

"Alas," said the old woman, "my master no longer needs me. Once he told his children stories, and they loved me and climbed upon my lap. But last month he bought them a radio and a television set. They no longer wish to listen to me."

"Come along with us," invited Red Rooster, and he told the old woman why they were going on their journey.

The old woman was glad to join them, and they all went on together until it began to grow late.

The houses were left far behind. There, before them, stretched a dense forest.

"Hark! What is that?" asked the dog, pricking up his ears.
 "It sounds like a child crying."
 Putting his nose to the ground he loped off, the others following as quickly as possible.
 Sure enough, it was a child – a little girl in a patched and faded dress. She wore pigtails the color of wheat, and her eyes were as blue as forget-me-nots. She looked sad.
 "What is the matter with you?" asked Red Rooster.
 The little girl dried her eyes and looked at the strange company. She looked them at once.
 "My father needs someone to care for us," said the child. "There are five of us in our family and we have no mother. We live in that old house where the light is shining. Father has to cook, clean the house, and work every day so we may have a little money. But he is so tired he forgets to wake up in the morning. Only yesterday the man he works for said he would not keep him if he were late another day. Father told us tonight he would have to leave us away."
 "Cock-a-doodle-do!" crowed Red Rooster, flapping his wings. "We have found a home at last!" Then –
 the hens clucked
 the cat mewed
 the dog barked
 the horse neighed
 the goat bleated
 the cow mooed
 the old woman laughed.
 The little girl clapped her hands when they told her their story, and led them all home.
 Oh, how happy they all were! Let the storm blow or the wind howl, they were all safe and happy. They had work to do!
 Every day the two plump speckled hens laid eggs. But when spring came, they each had time to bring up a family of chickens.
 Every day the sleek yellow cat hunted for mice. But when night came, she sat and purred as loud as any singing teakettle.
 Every day the big brown dog played with the children. But when darkness came, he guarded the house as if it were a castle.
 Every day the coal-black horse worked hard at plowing or pulling heavy loads for his master. But when Sunday came, he carried the family to church.
 Every day the white goat gamboled about as if she did not have a care in the world. But when evening came, she let the oldest child have her milk so that she might make delicious cheese.
 Every day the gentle-looking cow ate the good grass. But morning and

evening she filled two great pails with milk so that her family might grow strong.

Every day the old woman mended and cooked and cared for the house. But when twilight came, she gathered the children about her and told them story after story.

Every day Red Rooster strutted about the barnyard as if he had nothing in the world to do. But every morning he woke up his master exactly on time. And his voice sounded as loud and as beautiful as a brass trumpet.

Fathers at Work

by William Rader

Where does your daddy go each day
 When you're in school or on the way?

He goes to work – each father should –
 Producing a service or maybe a good.

The Postman

Some dads are postmen; they deliver mail
 In snow or rain, in sleet or hail.
 Letters and parcels from far away
 They carry from house to house each day.

The Farmer

Some fathers plant corn and oats and wheat,
 And raise the food that we like to eat.
 They work long hours in the rain and sun,
 And only rest when their work is done.

The Librarian

This lady's job brings her much joy,
 Because she helps each girl and boy.
 She finds books when you ask her to;
 Librarians like to work for you.

The Nurse

This lady we know is dressed in white;
 Often she works far into the night;
 To help sick people is her aim.
 Children, do you know her name?

The Bank Teller

In banks some dads work hard each day,
Meeting savers who earned their pay.
But savers are not the only ones they meet;
Borrowers, too, each day they greet.

The Lawyer

When men disagree, not knowing who's right,
Sometimes in anger they fuss and they fight.
Then a lawyer they go to see;
He tries to get them to agree.

The Scientist

Scientists are men who try to find out
What things in this big world are all about.
They try to discover things that are new,
So that life will be much better for you.

The Construction Worker

Some dads work hard at building roads,
Where trucks can drive with heavy loads.
Other dads build houses, churches, schools,
Using hammers, saws, and other tools.

Round and Round Go the Wheels

by William Rader

Factories are places where men work hard,
Making swings and things to put in your yard.
Other things, too, men in factories make,
Cars, TV sets, toys, and boats for the lake.

After all these many things are made,
All these daddies must be paid.
The things they produce must be shipped away
In trucks. Some dads deliver them each day.

All over the town these goods they take,
To all kinds of stores before you're awake.
Trucks bring clothes, cameras, and rings,
Toy trains, dolls, bread, oh! many things!

In all the stores good salesmen try,
To sell moms and dads what they want to buy.
When salesmen have sold the goods in their store,
Factory workers are happy to make some more.

Think of That!

by Lucy Sprague Mitchell

"Think of That!" from *Animals, Plants, and Machines*, ed. Lucy Sprague Mitchell. Copyright 1944 by D. C. Heath & Company.

The train that you ride on,
The sled that you slide on
Came from the earth somewhere.
The bed where you sleep,
And your strong little jeep
Came from the earth somewhere.

The paper you write on,
The bones that dogs bite on
Came from the earth somewhere.
The plane that you speed in,
This book that you read in
Came from the earth somewhere.

Your ball and your bat,
Your hammer and hat,
And all of the clothes that you wear;
Your food in a can,
Your stove and your pan
Were made by some workers somewhere.
Think of that! Think of that! THINK OF THAT!

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Books

BARR, JENE. *Policeman Paul*. Chicago: Albert Whitman, 1952. A lively, easy text telling about the policeman's job.

FABRY, SALLY. *Who Am I?* Racine, Wis.: Whitman, 1952. Simple riddles describing producers of goods and producers of services. Children will enjoy guessing the riddles as well as looking at the illustrations.

LOETHE, LOUISE L. *The Farmer and His Cows*. New York: Scribner, 1957. To be read to the class by the teacher. Illustrations are attractive and informative. The book shows how, with modern farming methods and machines and fewer helpers, the farmer today produces more and faster.

———. *The Story of Lumber*. New York: Scribner, 1962. Trees are felled and moved through the lumber mill. Each lumberman has his special job: feller, head rigger, head sawyer. Each man does his part in selecting, felling, loading, barking, drying.

ASTINGS, EVELYN BELMONT. *The Department Store*. Los Angeles: Melmont, 1956. A department store is a collection of specialized departments: men's clothing, women's clothing, children's department, furniture, and so on.

OFFMAN, ELAINE. *Our Friendly Helpers*. Los Angeles: Melmont, 1954. A page each about different community helpers, all producers of services.

CAR, DAHLOV. *Ten Big Farms*. New York: Knopf, 1958. Shows specialization in farming.

JDSON, CLARA. *People Who Work in the Country and in the City*. Chicago: Rand McNally, 1943. Specialists in the country and in the city.

RAVETZ, NATHAN. *Two for a Walk*. New York: Oxford Univ. Press, 1954. Plenty of practice here in finding producers of goods and producers of services.

ENSKI, LOIS. *At Our House*. New York: Walck, 1959. Poems and songs about our house. The milkman, mailman, delivery boy, meter man, and paper boy, water pipes and the car are our connections to the world outside.

ARINO, DOROTHY. *Where Are the Mothers?* Philadelphia: Lippincott, 1959. A picture book showing mothers doing useful work at home and away from home.

ERRILL, JEAN. *Boxes*. Eau Claire, Wis.: Hale, 1953. The Zorn Brothers specialized in producing paper boxes. Not until they stopped production for a few weeks did the Zorn Brothers realize how much their work was needed. The other producers of goods in the city clamored for their boxes, and the mayor declared an emergency.

YTON, EVELYN. *Farm Helpers*. Los Angeles: Melmont, 1958. Specialists who work in the country.

PUNER, HELEN WALKER. *Daddies: What They Do*. New York: Lothrop, Lee & Shepard, 1946. To be read aloud to the children. Little poems about the different kinds of work daddies do away from home. Could be used to distinguish between producers of goods and producers of services.

RADLAUER, RUTH SHAW. *Fathers at Work*. Los Angeles: Melmont, 1958. Short essay stories about a steam shovel man, truck driver, jet flyer, lineman, carpenter.

RUSSELL, VERA. *Good Times Up and Down Main Street*. Los Angeles: Melmont. Timmy and Carol go shopping in the specialized shops on Main Street.

SAGE, JUNIPER. *The Man in the Manhole and the Fix-It Men*. New York: William R. Scott, 1946. These repairmen (producers of services) are specialists in repairing streets, pipes under the streets, telephone wires, traffic signals, automobiles, roofs, and the like.

TRESSELT, ALVIN. *A Day with Daddy*. New York: Lothrop, Lee & Shepard, 1953. Can be used to distinguish between producers of goods and producers of services.

YASHIMA, MITSUE. *Plenty to Watch*. New York: Viking, 1954. An attractive picture book showing what a group of Japanese children saw on their way home from school: producers of goods, producers of services, specialists. The class might discuss how fathers all over the world work to produce goods and services. The children will discover that what is useful in a Japanese town may not be useful in our town.

Films

Helpers in Our Community. 1 reel, 11 min., b & w \$60, color \$120, Coronet. The film introduces the street repairman, the doctor, the storekeeper, the bus driver, and other community helpers. We see how they all work together to make the community a good place in which to live.

Helpers Who Come to Our House. 1 reel, 11 min., b & w \$60, color \$120, Coronet. Joey learns that many people provide services for his house: newspaper boy, mailman, milkman, garbage man, and others. In return for these services the men are paid and earn their living.

What Do Fathers Do? 1 reel, 11 min., Churchill Films, Los Angeles. Toby visits his father at his construction job and observes many fathers at work. Fathers are seen as providers for their families and as producers of things the community needs.

Filmstrips

Community Helpers Series: Set No. 2. 40 frames, color, \$6.50, McGraw-Hill. Dentist, milkman, librarian, service station attendant, street maintenance crew, sanitation department crew.

Songs

MCCONATHY, OSBOURNE. *Music for Early Childhood.* New York: Silver

Burdett, 1952. The songs "Community Helpers," "Playing Foreman," "Mister Banker," and "Mister Policeman" are suitable for reinforcing the idea of diverse jobs.

PITTS, LILLA B. *Our Singing World: Kindergarten Book.* Boston: Ginn. 1957. Songs about various occupations.

Lesson 14

Transportation Is Needed

Purpose of the Lesson

To help children discover that transportation makes trading possible between specialists who live far apart.

To help pupils discover that faster and cheaper transportation encourages trade.

To help children discover that where transportation is not developed, there is little trading. In such places most goods and services are produced at home.

To show that kinds of transportation depend on many factors:

- a) The countryside—whether it is flat or mountainous, whether it contains rivers, lakes, and seas, or large areas of dry land.
- b) The tools and machines and other resources available to build a transportation system.
- c) The number of skilled people available to build and operate a transportation system.

To help pupils understand that the development of a transportation system requires a long time and a great deal of manpower, raw materials, tools, and machinery that might have been used for more immediate satisfactions.

Reinforcing the Recorded Lesson

To reinforce the main ideas of the recorded lesson, the teacher can use the following questions for discussion.

Why do we find specialization desirable? (Because specialists can produce goods and services faster and better than people can produce them for themselves.)

Why does specialization make people depend on each other? (Since most of the goods and services we need are produced by other specialists, we have to trade to get the goods and services they produce.)

3. How does transportation help specialization? (Transportation enables people to trade their goods for goods that other specialists produce and thus encourages them to produce more than they need for their personal use.)
4. What was it like long ago, before we had trains and automobiles and airplanes?
5. What kinds of transportation are used by people in the Arctic, the desert, India, and other places?
6. What are the different ways we can use to travel from one place to another?
7. How can you travel a long way very fast? (By airplane.)
8. How can you travel a short way very fast? (By automobile.)

Activities

1. The teacher can write to the following trade associations for pictorial display materials suitable for a first-grade unit on transportation.

American Petroleum Institute, Committee on Public Affairs
1271 Avenue of the Americas
New York 20, N.Y. (for pipeline photographs)

American Trucking Association, Inc.
1616 P Street, N.W.
Washington 6, D.C.

American Waterways Operators, Inc.
1023 Connecticut Avenue
Washington 6, D.C.

American Transit Association
355 Lexington Avenue
New York, N.Y.

Transportation Association of America
220 E. 42d Street
New York, N.Y.

Automobile Manufacturers Association
366 Madison Avenue
New York, N.Y.

Association of American Railroads
63 Vesey Street
New York, N.Y.

Air Transport Association of America
527 Madison Avenue
New York, N.Y.

2. To help the children become more aware of the large part transportation plays in our lives, they might note the different kinds of transportation they see hauling goods or people as they go back and forth between home and school. Afterward they might draw pictures and tell stories about the kinds of goods being hauled.
3. To create a mood for the study of transportation, the teacher may read to the class the poems "Aeroplane," "Trains at Night," "Trains," "Trucks," "Engine," "Up in the Air," and "How the Indians Traveled."
4. The children can make drawings of the different kinds of transportation used by producers to bring goods or services to their homes. For example, the newspaper boy's bike, the mailman's cart, and trucks used by the milkman, the dry cleaner, the grocer, the coal man or oil man, the plumber, and so on can be illustrated.
5. The class can discuss the means of transportation they use to get to the hospital, the dentist, the grocery store, the movies, and to father's workplace. The discussion should help the children understand that job specialization is made easier because of transportation.
6. The children can prepare a display of toy vehicles, showing the different kinds of transportation in their city. They might make another display of the kinds of transportation they know about in faraway places. (They might make clay figures of elephants, camels, llamas, oxen, horses, canoes, rafts, ships, and boats.)
7. To help the children realize how important good transportation is to a city, the teacher can encourage them to tell what happens when

snowstorms, sleet, floods, or windstorms obstruct traffic. The children can tell what might happen if storms prevented the delivery of food to stores and homes.

8. To help the children understand that many people are needed to produce good transportation, the class can discuss the importance of the traffic policemen who keep traffic moving, the construction crews that build the roads, and the road department men who keep them repaired and in good condition in all kinds of weather. Similarly, the class can discuss the importance to railroads of engineers, switchmen, brakemen, and dispatchers. The class can also discuss the importance of air travel and the jobs of the men in the control tower, the mechanics, the men who keep the runways repaired, and of course the pilots and stewardesses.
9. The children can bring pictures of different kinds of trucks to class and tell how each is designed to carry certain kinds of goods.
10. The class can discuss how specialization away from home is determined by surroundings, climate, and the availability of human skills, and how the lack of transportation can hinder specialization even though other conditions may be favorable. For example, Florida and California have a favorable soil and climate for growing oranges, but without transportation the people in Florida or California would have no reason to grow oranges except for their own use. Many lands in faraway places are held back because they do not have modern means of transportation. The class can discuss why transportation has not developed in some countries. (Difficult countryside, lack of skills, lack of tools and machines.)
11. To help the children understand how transportation makes specialization easier, small committees of children, under their parents' supervision, might visit the following places: a railroad station to watch incoming and outgoing freight trains and to observe the different types of railroad cars; a railway express depot to observe incoming and outgoing goods; a freight airport to discover the special kinds of goods (high value, low weight, perishable) carried by airplanes; a harbor area. After the field trips the class could discuss the importance of transportation between towns on the basis of the goods they saw going and coming, and how this transportation means that specialists in one town are trading with specialists in another town.
12. The children can read the story "Where the Banana Trees Are" on page 206 of the text. They should become aware of the man

- different kinds of transportation needed to move certain foods from the places where they are grown to our tables.
13. Some of the children in the class might visit a florist shop or a fruit and vegetable market to find out where out-of-season fruits, vegetables, and flowers come from, and whether they come by truck, train, or airplane. After the children have reported their findings, the class might discuss how important refrigeration and speed are to the shipping of perishable goods from faraway places. For example, because of fast air freight and refrigerated railroad cars, Hawaii can send flowers and pineapples to the mainland, the South can ship fruits and vegetables to winter markets in the North.
 14. The class can discuss the question of why farmers want good roads. (If roads are bad, perishable fruit or eggs may be damaged on the way to the store, or take too long to get there. Also, the farmer would stop producing food if there were no way for him to sell it to people in the cities.)
 15. To help the children see how transportation encourages people to produce more, the teacher can read the story "Frog Island" to the class. Afterward the class might discuss the following questions.
 - a) Before the bridge was built, how did Mr. Harris' supplies get to the island? Why didn't the farmers grow more than their own families needed? If people had to get to the big city in the winter, how did they get there? Could the island people go to the city very often? How many stores were on the island?
 - b) After the bridge was built, who came to visit the island? Why did the farmers want to produce more eggs, milk, fruit, and vegetables? Do you think that the island people earned more? Do you think that they could buy more tools such as tractors, trucks, automobiles, and fishing equipment? Were there more stores on the island?
 - c) When did the island seem more awake—before the bridge was built or afterward?
 16. To dramatize how important the ancient invention of the wheel was to the development of transportation, the children can discuss what it would be like to live without wheels—without things such as trucks, railroads, airplanes, wagons, autos, and bicycles. They can also discuss how wheels are used in other kinds of machines.

17. To make the different means of transportation and their different purposes more vivid for the children, the teacher can read the story "How Do I Go?" to the class. After the story has been read, the teacher can review its main points, asking the children the questions contained in the story.
18. The following activities can be completed in the Activity Book.
 - a) 14A: "How Do They Travel?" The children should be able to choose the appropriate means of transportation and destination for each object. After completing the activity, the class can discuss why the means chosen was the best for each item.
 - b) 14B: "What Would You Send by Airplane?" The children should be able to determine which objects would normally be sent by airplane. After completing the activity, the class should discuss why these objects are often sent by plane (lack of bulk, relatively high value, perishable), and why others, such as lumber, are not (too heavy and hence too costly to ship by plane). The class may want to add other items that they think might be sent by plane. Each of these should be carefully examined according to the standards of lack of bulk, relatively high value, or perishability before being added to the list.
 - c) 14C: "Transportation Changes All the Time." The children should be able to trace the development of each means of transportation through its various stages. After completing the activity, the class might discuss how the greater speed and safety of modern transportation aids trade both within our country and between countries.

Stories, Poems, Songs

Aeroplane

By Mary McB. Green

From *Another Here and Now Story Book*, by Lucy Sprague Mitchell. Copyright 1937 by E. P. Dutton & Co., Inc. Reprinted by permission of the publishers.

There's a humming in the sky
There's a shining in the sky
Silver wings are flashing by
Silver wings are shining by

Aeroplane
Aeroplane
Flying—high.

Silver wings are shining
As it goes gliding by
First it zooms
And it booms
Then it buzzes in the sky
Then its song is just a drumming
A soft little humming
Strumming
Strumming.

The wings are very little things
The silver shine is gone
Just a little black speck
Away down the sky
With a soft little strumming
And a faraway humming
Aeroplane
Aeroplane
Gone—by.

Trains at Night

by Frances M. Frost

"Trains at Night," from *The Packet*, by Frances M. Frost. Published by D. C. Heath & Company.

I like the whistle of trains at night,
The fast trains thundering by so proud!
They rush and rumble across the world,
They ring wild bells and they toot so loud!

But I love better the slower trains.
They take their time through the world instead,
And whistle softly and stop to tuck
Each sleepy blinking town in bed!

The following four poems are from *I Go A-Traveling*, by James S. Tippett.
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Trains

Over the mountains,
Over the plains,
Over the rivers,
Here come the trains.

Carrying passengers,
Carrying mail,
Bringing their precious loads
In without fail.

Thousands of freight cars
All rushing on
Through day and darkness
Through dusk and dawn.

Over the mountains,
Over the plains,
Over the rivers,
Here come the trains.

Trucks

Big trucks for steel beams,
Big trucks for coal,
Rumbling down the broad streets,
Heavily they roll.

Little trucks for groceries,
Little trucks for bread,
Turning into every street,
Rushing on ahead.

Big trucks, little trucks,
In never-ending lines,
Rumble on and rush ahead
While I read their signs.

Engine

I wonder if the engine
That dashes down the track
Ever has a single thought
Of how it can get back.
With fifty cars behind it
And each car loaded full,
I wonder if it ever thinks
How hard it has to pull.
I guess it trusts the fireman;
It trusts the engineer;
I guess it knows the switchman
Will keep the tracks clear.

Up in the Air

Zooming across the sky,
Like a great bird you fly,
Airplane
Silvery white
In the light.

Turning and twisting in air,
When shall I ever be there,
Airplane,
Piloting you
Far in the blue?

How the Indians Traveled

by Jeanne Stoner

Painted ponies running swiftly
Carried the Indian brave to the hunt,
Carried the Indian mother to the field,
Carried the Indian family to new land.

Boats of birch bark, paddled silently,
Sped through water to the battle,
Sped through water to the council,
Sped the warriors on their way.

Feet in moccasins running surely
Sent the Indian father down the forest trail,
Sent the Indian mother to the stream,
Sent the Indian child toward home.

Frog Island

by Dorothy Senesh

Frog Island was a sleepy island in the middle of a big, fast river. People called it Frog Island because they said, "The frogs are the liveliest creatures on the island." But these people did not know Davey, a lively little boy who lived on the island. Many of the island's people liked the frogs on Frog Island. They said the frogs sang them to sleep when it got dark. But that wasn't what Davey thought about when it got dark and the frogs began to croak. Davey thought about the lights in the tall buildings in the big city right across the river. "What was the big city like?" Davey wondered.

Davey lived on a farm. Almost everyone on Frog Island except a few fishermen lived on farms. The farmers and their older boys worked hard to grow food for their families. As the families did not have much money, they could not buy good machines or tools to make their work easier. The mothers and the big girls worked hard to take care of the families and prepare food so that it would last through the long winter months when food would not grow.

Every Wednesday and Saturday morning from spring through fall, a small motorboat, the *Daisy Belle*, came to Frog Island from the big city to bring goods for Mr. Harris' store and mail to the island people. Davey and his friends always watched the *Daisy Belle* come in on Saturday mornings, and they helped Mr. Harris load the boxes of goods on his old truck. The children followed his truck to the store, and they crowded around the door and windows to watch him unpack the boxes of new goods. Mr. Harris had a rule: No children in the store when new goods are being unpacked.

Often at the supper table Davey or his big brother would say, "Tell us what the big city is like, Mom." And Mom would say, "Well, for the hundredth time" or "for the hundred and first time," and she would tell the boys again about the time she was sick and had to go to the hospital in the big city. It was wintertime and the only way that Dad could get her to the hospital was to wrap her in warm blankets and put her in the rowboat. Then some of the farmers helped him push the boat across the ice to the big city. Once they had got to the other side, an ambulance came to take Mom to the hospital. Mom told about the tall buildings with bright lights shining right up to the top, about the elevator in the hospital that took her to a high-up floor, and about the crowds of people and noisy automobiles in the streets. When Dad came to get her after she got well, she saw many different kinds of stores. Some sold only clothes; some sold only furniture; some sold only cakes and bread; some sold only ladies' stockings and underwear; some sold only shoes.

"The schools were so big, Dave, they made your little white school-house look like a birdhouse."

"Gee, Dad, will we ever go to the city?" asked Davey.

"Guess not," said Davey's father. "It takes a heap more money than we've got to go to the city. The *Daisy Belle* just comes here on Wednesdays and Saturdays, so if we took the boat we'd have to stay in the city a couple of nights in one of those big hotels. I'm afraid, Son, we don't have enough money for that. You'll just have to be satisfied with looking at the city's lights from here."

It wasn't that Davey didn't like Frog Island. A boy could hardly find a better place to live. Whenever there was any free time, he would wander over the whole island with his friends. They would explore along the shore to see what the river had washed up on the beaches; or they would swim or row their boat or fish—but they had to be careful not to row near the fast part of the big river or the boat would be carried out toward the ocean. Davey really did not want to live anywhere else, but whenever the leaves began to fall off the trees and he thought about the long winter, he wished he was a bear and could go to sleep until the winter was over.

If the snow was deep, the children could not walk to school. Sometimes, when the winter was very snowy, the children had to stay home from school a couple of weeks until the snow was cleared off the only road that went all around the island. It was pretty lonely not seeing friends all that time.

How happy everyone was when the days began to grow warmer! The farmers got out into their fields to plow. The farm dogs ran ahead, barking to show that they had an important part of the plowing to do too. The children in school had to work hard to make up for the time they lost when snow kept them away from school.

One day in the early spring when Mom went to buy some cans of food from Mr. Harris' store, Mr. Harris told her that some engineers were making plans to build a bridge across the river from the big city to Frog Island. At supper that night Davey's mother told the family the news. Mom, Davey's big brother, and Davey all liked the idea of a bridge very much. Mom said, "I don't like it in the winter when we have to walk across the ice to the big city. It's too dangerous!" Davey's father shook his head and said, "We'll have a lot of those city folks coming in here and trying to boss us. And we'll have to pay high taxes. Just you wait." All over the island the fathers worried about the taxes, while the mothers and the children liked the idea of the new bridge.

And sure enough, Mr. Harris was right. By the end of the week work-

men began to appear on the island. Davey's big brother got a job working on the new bridge. Many of the farm boys got jobs there too.

By the end of the summer the new bridge was finished, and the road around the island was paved. On Sunday afternoons many city people drove across the new bridge in their cars. They stopped at the farms to buy vegetables, eggs, honey, and fruit.

Frog Island began to wake up. The farmers began to clear more trees from their land to make their fields bigger. They planned to plant more vegetables. They could sell the vegetables for good prices to the city stores. Some farmers planted more fruit trees so that they could sell fruit to the city stores. Some farmers began to build bigger chicken houses so that they could raise more chickens. Then they could sell eggs and chickens to the city stores. Some farmers bought more cows so that they could sell milk to the city stores. Probably the only people the bridge didn't help were the fishermen: they had boats!

The bridge was getting busier and busier all the time. More and more trucks were traveling back and forth between the big city and Frog Island. City people liked to drive over to the island to swim or to fish. Some of the people on the island fixed up rooms to rent to visitors. Mr. Harris made his store bigger. A gasoline station opened up for business on the island. There was a new store that sold farm tools, supplies for fishermen, and work clothes. Some of the farmers sold land along the river to city people who built cottages on it.

Many island people bought trucks and tractors and cars. Davey's father bought a car. And then Davey's wish came true. One Sunday morning Davey's father said, "How would you all like to take a ride across the bridge to see the city?" Davey's mother packed a picnic lunch and after church the whole family rode across the bridge to see the city. They went to a park and ate their picnic lunch. They went to see the animals in the zoo. They looked at the tall buildings. Davey rode in an elevator for the first time. They looked in the store windows, and Davey saw many, many things he had never even thought about before. What a wonderful day it was! How tired they all were! On the way back home they all agreed that it was wonderful to see the big city with all its people and stores and big buildings and parks, but that it would surely be good to get back to Frog Island again, away from all the noise and the bustle.

As they rode across the bridge, Davey said, "Good new bridge! You let us go to the city when we want to and let the city people come to our island." And then suddenly Davey leaned out of the car and shouted:

"Hey, you frogs, you'd better holler a lot louder if you want us to hear you now!"

How Do I Go?

by Mary Ann and Norman Hoberman

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If I want to go to the end of the street,
My little red tricycle takes me there.
But what if I want to go up in the air?
What takes me there?

A bird?
A crane?
No.
An airplane!

And how do I cross the deep blue ocean?
Do I sail in a pail?
Or on top of a whale?
I'd take a trip
In a big steamship.

Now suppose I'm in Maine and you are in Texas
And you want to come up and see me in Maine.
How do you come?
In a railroad train.

Here's a river big and wide.
How can I get to the other side?
I can walk on a bridge that goes over the river
Or float in a ferry on top of the river
Or ride through a tunnel down under the river.

A city is on the other side.
I'd like to see the sights downtown;
And since it's much too far to walk,
What shall I ride?

A bus?
A cab?
Well, either one;
But a subway ride
Would be more fun.

Downtown a skyscraper stretches high
And bumps its head against the sky.
To get to the top of it, how do I go?

Up a ladder?
No.
Up the stairs?
Too slow.
I'd go
Up—up—up
In an elevator.

What other ways do I know to go?
I can spin around
On a merry-go-round.
I can slide straight down
On a fireman's pole.
I can glide straight down
In a parachute;
And gallop away
On a horse, of course.
A submarine
Takes me underseas.
For overseas
I use water skis.
For a visit to Grandma
We take a bus
(Or an automobile
If she's far from us).

But for staying just around where you are
And riding around in the neighborhood,
A little red tricycle's mighty good.

Bibliography

Books

ALEXANDER, ANNE. *ABC of Cars and Trucks*. Garden City, N.Y.: Doubleday, 1956. Excellent variety of cars in the illustrations.

BARR, JENE. *Big Wheels, Little Wheels*. Chicago: Albert Whitman, 1955. A simple text with good illustrations.

_____. *Fast Trains! Busy Trains!* Chicago: Albert Whitman, 1956. A simple text with informative illustrations, mostly about passenger trains.

- BARUCH, DOROTHY. "How the Road Was Built," in *Favorite Stories Old and New*, ed. S. M. GRUENBERG, pp. 44-52. Garden City, N.Y.: Doubleday, 1942. About a little boy who got a bicycle for his birthday, but could not use it because the country road on which he lived was too bumpy. How happy he was—and the farmers too—when the road was paved.
- BURTON, VIRGINIA LEE. *Katy and the Big Snow*. Boston: Houghton Mifflin, 1943. When the city was snowbound, no traffic could move. Schools, stores, factories closed. Railroad station and airport were snowed in. The mail couldn't be delivered. Police and firemen couldn't protect the city. Telephone and power repair crews could not work. Doctor couldn't get a patient to the hospital. Everything stopped. Katy, the snowplow, came to the rescue.
- CREELAMORE, RAYMOND. *Little Fu*. New York: Macmillan, 1947. Fu's merchant father buys produce from farmers and ships it down the river to the cities. Fu goes on one of these trips, has adventures, learns much about a new part of the world. The teacher would have to read the book to the class. She might also tell the children how the oarsmen use their work song to help them row together.
- FLACK, MARJORIE. *The Boats on the River*. New York: Viking, 1946. Little boats, rowboats, big boats, freighters go up and down the river that flows from the mountains to the sea. Informative and pleasing illustrations.
- The Great Big Car and Truck Book*. New York: Golden Press, 1951. A slight text, but the illustrations are so large and clear that the teacher could easily show the book to the class and talk with the children about the pictures. Many different kinds of trucks, cargoes, and buses to talk about.
- GREENE, CARLA. *I Want to Be a Space Pilot*. Chicago: Childrens Press, 1961. The teacher might read the book to the children and discuss it with them. A new kind of transportation is being prepared; a new kind of pilot is being trained.
- _____. *I Want to Be a Train Engineer*. Chicago: Childrens Press, 1956. Tommy visits his uncle, who is the engineer of a big passenger train. He learns about train signals, the kind of cars in freight trains, and the many people who work on a passenger train.
- _____. *I Want to Be a Truck Driver*. Chicago: Childrens Press, 1958. John and Mary, on a trip to the market in father's truck, learn about the many different things trucks carry to and from cities.
- LEWELLYN, JOHN. *My Easy-to-Read True Book of Airports and Airplanes*. New York: Grosset & Dunlap, 1956. Excellent illustrations.
- MEEKS, ESTHER K. *One Is the Engine*. Chicago: Follett, 1956. The story shows the importance of freight trains in carrying goods from the areas where they are produced to the places where they are consumed. The teacher may point out that refrigerator cars, designed to carry perishables such as meat and fruit, make it possible for goods to be produced where conditions are the most favorable and sent to other parts of the country. Also, automobiles, tractors, or household goods can be produced in great quantities in factories and shipped cheaply by train to other parts of the country where they are wanted.
- MINER, O. IRENE SEVREY. *Our Post Office and Its Helpers*. Chicago: Childrens Press, 1955. A simple text combined with lively pictures tells how letters and packages are carried from senders to receivers wherever they are.
- PETERS, LISA. *Wonder Book of Trains*. New York: Wonder Books, 1952. Mostly pictures. Shows different kinds of freight cars.
- ROSENFELD, BERNARD. *Let's Go to a Freight Yard*. New York: Putnam, 1958. About a third-grade text. Pictures are informative. The teacher might read the book to the class. It tells how freight cars carrying goods from different parts of the country are assembled into trains and shunted off at the proper places; how goods from one part of the country get to other parts of the country; how railroad specialists work together.
- SMITH, MARIE ELIZABETH. *Bill's Story of the Wholesale Produce Market* (Social Learning Readers.) New York: Scribner, 1951. A simple text with clear illustrations. The book shows how many kinds of transportation are needed to move produce from farms to homes.
- STOVER, DOROTHY VOORHIES. *The Freight Yard*. Los Angeles: Melmont, 1958. Text is dry. About second-grade level. The boys might enjoy getting what they can from the illustrations, which are informative.
- TRESSELT, ALVIN. *Wake Up City*. New York: Lothrop, Lee & Shepard, 1957. The teacher can discuss with the children the importance of the various types of transportation in the life of the city. The children can discuss the many goods and services shown in the illustrations. They might speculate about what would happen in the city if there were no transportation.

WRIGHT, ETHEL. *Saturday Walk*. New York: William R. Scott, 1954. A walk with Daddy on which a bus, trucks, wrecker, garbage truck, fire truck, trains, big shovel, and other vehicles are seen. Much interesting detail in the illustrations. Some first-graders might be able to read this.

Films

Assembling a Freight Train. 16 mm, 1 reel, 10 min., sound, color, free, Sante Fe Film Bureau, Sante Fe General Office Bldg., Amarillo, Tex. (also 80 E. Jackson Blvd., Chicago, Ill., and Los Angeles, Calif.). Designed for elementary schools. Tells the complete story of a freight train, showing what it is, what it does, how the cars are collected from shippers, assembled, checked, and delivered to points all over the country.

Big, Wide Highway. 1 reel, 11 min., b & w \$60, color \$120, Coronet. Sammy and his father take their turkeys to market. On the highway they see many different kinds of trucks and cars, and pass a train and an airfield. Sammy learns why highways are important and why provisions are made for safety on the highway.

Boy of India: Rama and His Elephant. 1 reel, 11 min., sound, b & w \$60, color \$120, Coronet. Shows how Rama, a small boy of India, and his elephant help in the family work and community life. Shows the elephant assisting in the building of a bridge while Rama goes to the forest to find food for her. Contrasts means of transportation when elephant pushes a truck out of the mud, and later as boy and elephant watch an airplane take off from airport.

The Busy Harbor. 1 reel, 11 min., b & w \$60, color \$120, Coronet. Ted and Maria visit their friend Captain McKay, a tugboat captain. He explains and shows them fishing boats unloading, tugboats pulling barges, cargo ships, a lighthouse, buoys. They ride on the captain's tugboat.

Elephant Baby. 1 reel, 11 min., b & w \$60, color \$120, Encyclopaedia Britannica. A baby elephant in the rain forest of Mysore, India, is trained for many weeks before he can join a working force of elephants

in a teakwood lumber camp. A fascinating account of the daily activities of working elephants and the people who train them.

The Freight Train. 1 reel, 11 min., sound, b & w \$60, color \$120, Encyclopaedia Britannica. A fast train is assembled for its journey from Kansas City to Chicago. We meet all the people involved in this operation and find out why freight trains are important.

Mainline, U.S.A. 16 mm, 20 min., sound, color, free, Illinois Central Railroad, Library of Audio-Visual Aids, 135 E. 11th Pl., Chicago 5, Ill. The story of the important job American railroads perform for agriculture, industry, and trade in moving the nation's produce such as food, fuel, clothing, and everyday needs to markets and ports. Shows vacation spots also.

This is Piggy-Back. 16 mm, 10 min., sound, color, free, Southern Pacific Lines, 1675 Marquette Bldg., Chicago 3, Ill. (also Pacific Electric Bldg., Los Angeles 14, Calif., and Public Relations Manager, 913 Franklin Ave., Houston 1, Tex.). One of the newest forms of transportation service, which combines the flexibility of trucking at origin and destination points with the economy of long haul by rail.

Transportation in the Modern World. 1 reel, 11 min., sound, b & w or color, Coronet. Shows old and new means of transportation—slow and fast, rural and city, pleasure and utility. Explains what each form of transportation is used for and emphasizes the dependence of industry on transportation.

The Truck Driver. 16 mm, 16 min., sound, color, free, American Trucking Association, Inc., 1616 P St., N.W., Washington 6, D.C. This film, designed especially for elementary school children, shows a truck driver on an overnight trip from loading point in Chicago to delivery point in Sandusky, Ohio.

Where Does Our Food Come From? 1 reel, 11 min., sound, b & w \$60, color \$120, Coronet. Dickie helps his father in the grocery store and wonders where our foods come from. The men who deliver the dairy products, meats, and fresh fruits and vegetables tell Dickie of the places where our foods are grown and processed, and of the people who work together to bring them to us.

Lesson 15

Reward for Our Work

Purpose of the Lesson

1. To show that people who work away from home usually receive a reward called income.
2. To show that producers away from home usually receive their income in the form of money.
3. To show that money is a convenient device to measure the price of goods and services produced.
4. To show that money is gladly accepted by everyone for the goods and services he produces.
5. To show that money can be easily saved.
6. To show that without money people would find trade difficult; that a lack of trade hinders specialization; that a lack of specialization limits the quantity and variety of goods and services; and that a lack of quantity and variety of goods and services limits consumers' choices.

Reinforcing the Recorded Lesson

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. What do the grownups in your family usually receive for the useful work that they do away from home? (Income.)
2. What do the grownups in your family usually receive as their income? (Money.)
3. Pretend your father is a producer of ice cream. What would happen if he received ice cream instead of money for his income?
4. Why wouldn't the dentist accept ice cream as payment for fixing your teeth? (The ice cream would melt. Also the people from whom the dentist might want to buy goods might not accept it as payment.)

5. Why do people like to accept money for payment? (Because everyone else is willing to accept it, and thus they know they can use it to buy things whenever they want them.)
6. What is price? (The value of goods and services expressed in money.)
7. Why is it easier to trade with money than with anything else?
8. Why is it easier to save money than anything else? (It takes up little space and doesn't spoil.)
9. If we did not have money, could people be specialists?

Activities

1. To reinforce the idea that people gladly accept money, the children can act out the roles of different receivers of income: the grocer selling goods, the doctor collecting his fees, the vacuum cleaner salesman receiving his commission, the office clerk receiving his weekly salary, the factory worker receiving his weekly wages, the landlord collecting rent.
2. An idiomatic expression such as "making money" can be injurious to clear thinking unless properly understood. By using this expression, the child might be prevented from recognizing the production activity his father pursues. If a child responds to the question, "Why does your father leave the house every morning?" with "My father is making money," the teacher should use the incident to develop the following sequence of ideas.
 - a) The father cannot possibly "make" money. Only the government can "make" (coin or print) money. Anyone else who tries to make money will be sent to jail.
 - b) Father leaves the house to produce either goods or services that other people want.
 - c) Father's reward for this work is called income.

d) Income is usually paid in money. (In some cases, it is true, a person may receive a part of his income in room and board, free vacations, medical care, and other benefits, but to avoid confusion in this lesson, the emphasis should be placed on money income.)

To be sure that the children clearly understand the term "making money," the class can prepare a big drawing showing a face behind bars. The picture should carry the legend "This Man Made His Own Money."

3. To help the children discover the versatility of money, they can discuss the various ways in which it can be used. The discussion can bring out that money helps us to buy and sell goods, to lend, to borrow, to pay back debts, to give to charity, to save, and to carry out other transactions.
4. To help the children understand the role of price in everyday life, the teacher can ask them to go to a department store with their parents and report to the class the prices of three items that vary greatly in price—for instance, a packet of pins, a bicycle, and a washing machine. From their findings each child might prepare a price list. The items should be organized so that the list begins with the lowest price and progresses toward the highest. Such a list will help the children discover that goods or services do not all have the same price. By determining from the price lists "what costs more" or "what costs less," the children will develop a feeling for price differences.
5. As another exercise in price differences the children can arrange a grocery store window, a clothing store window, or a department store window, using toys or canned foods. A price should be attached to each of the items displayed, and the class can discuss the fact that different items have different prices.
6. To help the children realize the importance of money price in trading, the class can prepare, with the help of their parents, a display of sales advertisements. The display could be entitled "Know the Price Before You Buy."
7. The teacher can read the story "The Tuba Factory" to the class. After the story has been read, the class can discuss the importance of money as a medium of exchange and the inconvenience of the barter system.
8. To illustrate the unfair trades that so easily crop up in a barter system, the teacher can read the ballad "The Swapping Boy" to the

class. After the ballad has been read, the class can discuss how money widens choice, whereas barter limits it. The class may also want to learn to sing "The Swapping Song."

9. To help the children understand how ridiculous and difficult it would be if everyone had a different standard of value and money were not accepted everywhere, the class can act out the following playlet. A street of stores (grocery, shoe store, toy store) can be set up in the classroom. The cast includes a grocer, shoe salesman, toy salesman, customer, and narrator. The play runs as follows:

NARRATOR: This man has just received his paycheck. He has decided to do some shopping. (*The man enters the grocery store.*)

GROCER: Good afternoon. May I help you?

CUSTOMER: Good afternoon, Mr. Grocer. I would like some bread, some ice cream, some milk, and a pound of hamburger.

GROCER: Fine! Here you are. (GROCER *hands* CUSTOMER *some packages.*)

CUSTOMER: Thank you, and here is your money. (CUSTOMER *leaves and goes to the shoe store.*)

SHOE STORE MAN: Good afternoon. May I help you?

CUSTOMER: Yes, I would like to have a pair of black shoes, size twelve.

SHOE STORE MAN: Here you are, sir, just your size.

CUSTOMER: They look very nice. I'll take them. How much are they?

SHOE STORE MAN: That will be three buffalo horns and a pint of leechee nuts.

CUSTOMER: Pardon me?

SHOE STORE MAN: Three buffalo horns and a pint of leechee nuts, please. That is what I want for the shoes.

CUSTOMER: But where would I get buffalo horns? And what are leechee nuts? Won't you take money? I always pay with money.

SHOE STORE MAN: I am very sorry, sir. I don't accept money. If you can't pay for the shoes, I'm afraid you can't have them.

(CUSTOMER *leaves the shoe store in disappointment and goes on to the toy store.*)

TOY STORE MAN: Good afternoon. May I help you?

CUSTOMER: Yes. I would like to buy a doll for my little girl.

TOY STORE MAN: We have many nice dolls. Would you like this big doll that says "Mama"?

CUSTOMER: Yes. That is just the kind of doll my little girl likes. How much does it cost?

TOY STORE MAN: Just five snakeskins and a bag of fresh figs.

CUSTOMER: Pardon me?

TOY STORE MAN: Five snakeskins and a bag of fresh figs. It's very cheap, really.

CUSTOMER: But where would I get five snakeskins? And the grocery only has dried figs—where can I get fresh ones? Won't you take money? I always pay with money.

TOY STORE MAN: I'm very sorry, sir. I don't accept money. If you can't pay for the doll in snakeskins and fresh figs, I'm afraid you can't have it. (CUSTOMER *again leaves in disappointment*.)

After the playlet has been performed, the class should discuss how inconvenient it would be if the store people in their town demanded payment in something besides money.

10. To help the children discover that some form of money is used in almost every country, the teacher can find pictures of the kinds of money used in other parts of the world. After viewing the pictures, the children can discuss the fact that all countries have their own kinds of money. They might also discuss the fact that money will work in a country only if all the producers of goods and services will accept it in payment for their work.
11. To help the children see some of the problems of a barter system, the teacher can have the class read the story "Fair Trade" on page 210 of the text. After reading the story, the class can discuss the following questions: What if Mr. Dentist had not come along just when he did? Would Mr. Baker have got his tooth fixed? Would Mr. Fixit have got the bread he wanted? Do you think it would be easy to carry on a business the way the men in the story did? Do you think that it is easier to use money to pay for goods and services the way we do?
12. To help the children discover the advantages of money, the teacher can read the story "The Cow with the Loudest Moo" to the class.

After the story has been read, the class can discuss what Farmer Brown and Mr. Jones would have done without money. After discussing the alternatives, the class should have no difficulty in seeing how much more convenient it is to use money.

13. To illustrate that the exchange of goods is easier with money than with the barter system, the class can act out the following playlet.

ACT I. A child goes to the candy store to buy ten candy bars. A sign on the counter reads "Ten Candy Bars—\$1." He pays \$1 for the ten bars. A second child goes to the same store and buys five candy bars for 50 cents. A third child goes to the candy store and buys one bar for 10 cents.

ACT II. A sign on the counter in this candy store reads "Ten Candy Bars for One Book." The first child goes to the store and pays one book for ten candy bars. The second child asks for five candy bars. The merchant says, "A half of a book, please." The child hands a book to the merchant, who tears half the pages out and hands the other half back to the child. He thanks his customer. A third child comes to the store and asks for one candy bar. The child hands the merchant a book, and the merchant tears out a few pages and hands the rest of the book back to the child. (Expendable magazines could be used for book props.)

After these two scenes, the class should discuss the advantages of money in trade: that money comes in many denominations, whereas goods, such as books, pictures, animals, cannot be divided without loss of value.

To reinforce the distinction between barter and trading with money brought out in the playlet, the class can prepare a display entitled "Money IS Better than Barter." On one side the display would be headed "Money City" and would read:

10 candy bars	\$1.00
5 candy bars	.50
1 candy bar	.10

The other side of the display would be headed "Barter City" and would read:

10 candy bars	1 book
5 candy bars	$\frac{1}{2}$ book
1 candy bar	$\frac{1}{10}$ book

Alternate displays might also be prepared as follows:

Money City		Barter City	
1 bicycle	\$35.00	1 bicycle	1 baby elephant
1 watch	15.00	1 watch	1 basket of canary eggs
1 girl's hat	3.00	1 girl's hat	2 chocolate cakes
1 baseball	1.00	1 baseball	1 raccoon skin
1 lb. sugar	.12	1 lb. sugar	15 lizards

The class could then discuss the question of where shopping would be easier.

4. As a further demonstration of the difficulty of shopping under a barter system, the class can prepare a display as follows:

Wise Buying in Money City		Wise Buying in Barter City	
Big Sale — 1 lb. sugar	10¢	Big Sale — 1 lb. sugar	10 lizards
Big Sale — 1 lb. sugar	8¢	Big Sale — 1 lb. sugar	10 walnuts

When the signs have been prepared, the teacher can ask the class, "In which store in Money City is the sugar cheaper?" The class should have no difficulty in determining that the sugar is cheaper in the store that sells it for 8 cents a pound. Then the teacher can ask, "In which store in Barter City is the sugar cheaper?" The discussion of this question will very likely lead to disagreement and no definite answer. The point is that comparative shopping is very difficult in a barter economy.

5. To help the children understand how money goes round and round, how the same piece of money is used many times, and that one man's expense is another man's income, the teacher and children can play the following game.

- The teacher passes out drawing paper to each child in the class.
- He asks the children to draw in bright colors either a good or a service that each child would like to sell for a dollar. The children should not let others see what they are drawing.
- After each child has completed his drawing, the teacher steps up to the first child in the first row and asks clearly, so that all can hear, "What do *you* have to sell?"

The child says clearly, "I have a toy airplane to sell."

The teacher asks, "What is the price?"

The child says, "The price is one dollar."

The teacher hands over a dollar in play money, and the child hands over the drawing to the teacher.

Then the child with the dollar turns to the child behind him and says, "What do you have to sell?"

The second child says, "I am a dentist, and I pull teeth."

The first child asks, "What is the price to pull a tooth?"

The second child says, "The price is one dollar."

The children exchange the picture and the dollar. And so the dollar goes round the class until the last child turns to the teacher and completes the transaction with her. At this point the teacher declares that she will save the dollar. This decision terminates the trading. The teacher and children count how much trading took place with the help of this one dollar.

The teacher may vary the game by asking the children to draw goods or services that the first child would sell for a dollar, the second child for 90 cents, the third child for 80 cents, and so on until the tenth child sells a good for only 10 cents. The teacher starts the game as before, but the first child with the dollar decides to spend only 90 cents and to save 10 cents. The second child spends 80 cents and saves 10 cents. The third child spends 70 cents and saves 10 cents, and so on until the tenth child sells a 10-cent item. The children should discover that if each child decides to save 10 cents, the trading with the dollar ends very quickly.

16. The following activities can be completed in the Activity Book.

- 15A: "How Much Would You Pay?" Some of the children may well have difficulty in determining relative values. This activity will aid the teacher in finding out just how much understanding of money values the class has. It should also serve as a learning experience for the children. Discussion of the items pictured and what they are worth in money should help the children to grasp the meaning of money and its usefulness as a yardstick of value.
- 15B: "Who Can Trade?" The activity should help the children discover the limitations placed on trade by a barter economy. After completing the activity, the class can discuss how many more possibilities would have been open to the people pictured if they had had money with which to trade.

The Tuba Factory

by Jeanne Stoner

Once upon a time there was a young man who loved tubas. He thought tubas were just about the nicest thing he knew of. He loved to see the big shiny instruments, and he loved to hear the big hearty oompah-oompah sound they made. In fact, this young man liked tubas so very much that he decided to get a job where he could be around tubas all the time. So he went to see the manager of the Toot Sweet Musical Instrument Factory.

"Well, young man, what can I do for you?" asked the manager.

"I would like to have a job in your factory," said the young man. "I would like to work in your tuba department."

"Hmmm," said the manager. "We just happen to need a tuba tester. Do you think you could stand hearing oompahs all day long?"

The young man said he thought he could indeed.

"All right," said the manager. "You can start this afternoon. Now let's talk about how much money we can pay you."

"Please, sir," said the young man. "I would prefer to be paid in tubas."

"You're joking," said the manager.

"No," said the young man. "I am serious. I love tubas, and I would like to have them as my pay. Tubas are prettier than money and they make beautiful sounds. You can't oompah with money."

"Very well," said the manager. "We will pay you in tubas."

So the young man went to work as a tuba tester. Day after day, all day long, he blew into the new tubas to make sure they would oompah as they should. He blew and he blew until his face got red, and never a tuba got by him that didn't work as it should. Everyone said he was the best tuba tester the Toot Sweet Factory ever had.

Every payday the other workers in the factory put their pay in their pockets and went home to their families with smiles on their faces. But the young man who loved tubas couldn't put his pay in his pocket. He could hardly fit his pay into his car to take it home. Soon his apartment was so full of tubas he kept stubbing his toes on them.

One day the landlord came to collect the rent.

"Here," the young man said, handing him a tuba.

"Good grief, what's that?" said the landlord.

"It's a tuba. Isn't it nice?" said the young man.

"It's very nice," said the landlord. "But I don't want a tuba. I want the rent money."

"But a tuba is much better than money. It is prettier than money and it makes a beautiful sound. You can't oompah with money."

"Well," said the landlord, "it's prettier than money all right. . . . And it does make a beautiful sound, doesn't it? I'll take a tuba for the rent this time. But I don't want another one—next month I want money."

After the landlord left, the young man decided he had better go shopping. He was almost out of food and he needed a new pair of shoes. He picked up one of his tubas, struggled down the stairs and out the door and oompahed over to the grocery store with it. When it was time to pay for the food, the storekeeper said, "That will be five dollars."

"Well," said the young man, "a whole tuba is worth more than five dollars. I will have to cut off a piece of tuba to pay you. How big a piece do you want?"

The storekeeper got very angry. "Even a whole tuba isn't worth anything to me, and a piece of tuba isn't worth anything to anybody. If you can't pay me like other people you can't have the food. The very idea! What would I do with a piece of a tuba!"

The man in the shoe store said much the same thing. The young man who loved tubas got worried. How would he buy food if the grocery store wouldn't take tubas in exchange for food? What would he do for shoes? The shoe store wouldn't let him pay a quarter of a tuba for them? What was he going to do next month if the landlord wouldn't take another tuba for the rent? Besides he was getting very tired of carrying tubas everywhere he went.

And so the next day the young man went to see the manager of the Toot Sweet Musical Instrument Factory again.

"Well, young man, what can I do for you this time?" said the manager. "You don't look very happy."

"Well," said the young man, "I don't think I can stand being a tuba tester anymore. I don't think I can stand hearing even one more oompah. And he told the manager what had happened when he tried to buy things with tubas. The manager chuckled.

"Young man, you were right when you said tubas were prettier than money. And they do make beautiful sounds. Tubas have their place all right, but it is not easy to use them for money. Perhaps you'd like to be paid in the regular way from now on. And if you don't like tubas anymore, we can give you a job in the piccolo section."

The young man thanked the manager. He was very happy working on piccolos, and even happier knowing that next payday he would be able to take his pay home in his pocket.

The Swapping Boy

by John Langstaff

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When I was a little boy, I lived by myself,
And all the bread and cheese I had I kept upon the shelf.
To my wing wong waddle, to my Jack straw straddle,
To my Johnny's got his fiddle, and he's gone on home.

The rats and the mice they led me such a life,
Had to go to London to get me a wife.
To my wing wong waddle, to my Jack straw straddle,
To my Johnny's got his fiddle, and he's gone on home.

The creeks were so wide and the lanes were so narrow,
Had to bring her home in an old wheelbarrow.
To my wing wong waddle, to my Jack straw straddle,
To my Johnny's got his fiddle, and he's gone on home.

My foot it slipped and I got a fall,
And down came my wheelbarrow, wife and all!
To my wing wong waddle, to my Jack straw straddle,
To my Johnny's got his fiddle, and he's gone on home.

I swapped my wheelbarrow and got me a mare,
And then I rode from fair to fair.
To my wing wong waddle, to my Jack straw straddle,
To my Johnny's got his fiddle, and he's gone on home.

I swapped my mare and got me a cow,
But then to milk her I didn't know how.
To my wing wong waddle, to my Jack straw straddle,
To my Johnny's got his fiddle, and he's gone on home.

I swapped my cow and got me a calf,
And in that trade I just lost half.
To my wing wong waddle, to my Jack straw straddle,
To my Johnny's got his fiddle, and he's gone on home.

I swapped my calf and got me a mule,
And then I rode like a doggone fool!
To my wing wong waddle, to my Jack straw straddle,
To my Johnny's got his fiddle, and he's gone on home.

I swapped my mule and got me a sheep,
And then I rode till I went to sleep.
To my wing wong waddle, to my Jack straw straddle,
To my Johnny's got his fiddle, and he's gone on home.

I swapped my sheep and got me a goat,
But when I got him, he would not tote.
To my wing wong waddle, to my Jack straw straddle,
To my Johnny's got his fiddle, and he's gone on home.

I swapped my goat and got me a pig,
The poor little thing it never grew big.
To my wing wong waddle, to my Jack straw straddle,
To my Johnny's got his fiddle and he's gone on home.

I swapped my pig and got me a hen,
Oh, what a pretty thing I had then!
To my wing wong waddle, to my Jack straw straddle,
To my Johnny's got his fiddle, and he's gone on home.

I swapped my hen and got me a cat,
When she went to sleep, she slept in my hat.
To my wing wong waddle, to my Jack straw straddle,
To my Johnny's got his fiddle, and he's gone on home.

I swapped my cat and got me a mole,
And the durn'd old thing went straight to its hole.
To my wing wong waddle, to my Jack straw straddle,
To my Johnny's got his fiddle, and he's gone on home.

And now the songbook's back on the shelf.
If you want any more, you can sing it yourself!
To my wing wong waddle, to my Jack straw straddle,
To my Johnny's got his fiddle, and he's gone on home.

The Swapping Song

Collected and Arranged by Cecil J. Sharp

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When I was a lit-tle boy, I lived by my - self, And

The first system of musical notation for 'The Swapping Song'. It consists of a vocal line in treble clef and a piano accompaniment in bass clef. The key signature has one sharp (F#) and the time signature is 4/4. The lyrics 'When I was a lit-tle boy, I lived by my - self, And' are written below the vocal line.

all the bread and cheese I had I kept up-on the shelf. To my wing wong wad-dle, to my

The second system of musical notation. The lyrics 'all the bread and cheese I had I kept up-on the shelf. To my wing wong wad-dle, to my' are written below the vocal line.

Jack straw strad-dle, To my John-ny's got his fid-dle, and he's gone on home.

The third system of musical notation. The lyrics 'Jack straw strad-dle, To my John-ny's got his fid-dle, and he's gone on home.' are written below the vocal line.

The Cow with the Loudest Moo

by Stanhope Cabell

Once upon a time Farmer Brown had a very beautiful cow. The cow's name was Bessy. Bessy gave the best milk and had the loudest moo of

any cow on any farm. Farmer Brown loved Bessy and he wanted to build her a barn. The barn would keep Bessy warm in the winter and keep her from the sun and bugs in the summertime.

Farmer Brown went to the lumberyard that was owned by Mr. Jones. He said, "I want enough lumber to build a small barn for my cow Bessy."

Mr. Jones said, "What will you trade me for the lumber? I would like to have your cow Bessy. Would you trade me Bessy for the lumber?"

"No, no," said Farmer Brown. "My cow Bessy is worth much more than the lumber to build the barn."

"Then," said Mr. Jones, "you must trade me half of your cow Bessy."

"All right," said Farmer Brown. "I will trade you half of my cow Bessy. Then he took the lumber from Mr. Jones and hauled it home and built a small barn."

Soon after, Mr. Jones came by and asked, "Where is my half of your cow Bessy?"

Farmer Brown said, "You may go over and choose your half and take it home."

Mr. Jones said, "I will choose the back half, where the milk comes from."

Farmer Brown was excited. "No, no!" he said. "That's not fair! They would have to feed the front half. I would do all the work of feeding Bessy, and you would get all the milk."

Mr. Jones stood firm. "But we have made a bargain," he said. "How can we solve our problem? We have made a bargain, and you have taken the lumber and built your barn."

Farmer Brown shook his head. "Yes," he said. "It is very bad. I want to keep Bessy here in the barn, for that is why I bought the lumber. Even if you get all the milk, I really have no need for Bessy. Besides I have to feed Bessy in order for her to produce the milk that she gives. What shall we do?"

Mr. Jones and Farmer Brown thought for a long time. Then Farmer Brown said, "I know."

"I know too," said Mr. Jones. "We will decide exactly how much more my half of Bessy is worth. Then you can sell the milk from Bessy to me for money and give me the money to pay for my half of Bessy."

And that is exactly what they did. Bessy was happy in her new barn. Farmer Brown was happy because Bessy was happy and gave even more milk than before. And Mr. Jones was happy because he did not have to leave his lumberyard twice a day to milk Bessy, and he did not have to worry about where to sell the milk that he did not drink.

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Films

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Lesson 16

Why Some Incomes Are Low and Others Are High

Purpose of the Lesson

- To help pupils discover that the incomes people receive for working away from home differ because—
 - Jobs that require more education usually pay more.
 - When many employers compete to hire a worker, the worker's wages will usually be higher. (Demand.)
 - When many workers compete for the same job, the wages will usually be lower. (Supply.)
 - Workers who work only a part of the year (seasonal workers) usually earn more during the time they work than workers with steady jobs.
 - Workers who produce faster and better usually earn more.
 - People who take risks (people in business for themselves, for example, or people working on commission) usually earn more than people with steady pay.
- To help children understand that every job, even if it pays little, involves useful work.

Reinforcing the Recorded Lesson

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

- When your father or mother does useful work away from home, what does he or she receive? (Income.)
- Do all people receive the same amount of income?
- Who can tell me why Peter got the job as newsboy and why the other boys did not? Do you think that the other boys found better- or worse-paying jobs than Peter? Why?
- Why did the *Star* offer Peter higher wages than the *Daily News*?

- Was there a way Peter could earn even more?
- Could Jimmy have got Peter's job as a newsboy? (No. He did not have enough education.)
- Why did Mr. Parks choose Jimmy to take care of his lawn? Why did Mr. Parks pay Jimmy so little?
- Who earns more by the hour, the bricklayer or the mailman? (The bricklayer.) Why? (His work is seasonal and more dangerous and requires greater skill than the mailman's.)
- Who earns more, the seamstress who sews two dresses a day or the one who sews eight dresses a day? Why?
- Who earns more, the storekeeper or his employee? (The storekeeper.) Why? (He takes risks and does not know whether business will be good or bad.)

Activities

- The class can be divided into six committees, each representing one of the reasons that incomes differ. Each committee can prepare a poster to illustrate the reason and explain it to the class. The posters may be assembled into a display entitled "Why Some Jobs Pay More than Others."
- To give the children a better grasp of some of the things that affect incomes, the teacher can retell the story of Peter's and Jimmy's jobs, and discuss with the children how income is affected by education, the number of people applying for jobs, and the number of job openings.
- The teacher can read the story "Read to Me About Charlie" to the class. The story tells how hard Charlie had to work to earn enough money to buy a puppy. The class should discuss how little a job that requires no education pays. The teacher and class should discuss how Charlie might have earned a higher wage if he had had more education.

skill and education. He might have helped the shoemaker to repair shoes. He might have been a clerk for the shoemaker.

A panel of children from the sixth grade can be invited to tell the first-graders about jobs they have had and about the wages they received. After the panel, the teacher might discuss why most of these jobs cannot be performed by first-grade children because of limitations of age and education.

The class can discuss reasons why some workers produce faster and better than others. They might discuss the following questions: Which custodian can clean the corridors faster and better, one who uses a broom or one who uses a vacuum cleaner? one who has had experience or one who has never done the job before? Which of two farmers can do a faster and better job of plowing, one with a tractor or one with a horse-drawn plow? the farmer who has had experience or one with little farming experience? These examples may help children to discover that the reasons some workers produce faster and better than others are related to (a) experience and (b) the quality of tools used.

To help the children understand why store owners deserve higher earnings than the people who work for them, the class can discuss why two auto mechanics (one the owner of the garage, and the other his helper) deserve different earnings, although they are equal in skill and both work the same number of hours. The class discussion should bring out that both deserve the same salary for the work they perform, but that the owner deserves an extra reward. Why? Because of his worry. His employee gets his pay every week even if there are not many customers. In some weeks the owner of the garage may lose money. Or if a new garage opens next to his, he may lose all his customers and all his savings. This is why he deserves an extra reward for his worries in addition to his salary. The children might act out this contrast in a sociodrama.

To show how the length of working hours can affect earnings, the teacher can tell the children to pretend that they are salesmen who go from house to house selling toothbrushes. The children can discuss how the length of time they work can affect their earnings. It would be helpful if the teacher could create a situation in which one child would prefer to work a fewer number of hours than another child. The discussion might bring out that loss of income from working less may be offset by the pleasure gained in free time. This is the reason why many people like to consider other things besides income when they choose a job.

8. To help the children understand how the supply of, and demand for, labor affect wages, the class can play the following game. To demonstrate the influence of supply, one child plays employer, and five children line up in front of his office to apply for a job as errand boy. The employer interviews the five boys: Are they strong? Can they run fast? Can they find their way around the city? Can they make change? Then the employer asks each child how much he will work for. Each child tells an amount and the employer hires the child who asks the lowest weekly wage. To limit the bidding, the teacher can distribute to each applicant a little card showing the wage below which he will not work; for example, one boy will receive a \$5 limit, another \$7, and so forth. Each child will have a different limit, which he should not reveal until the employer has found out who will work for the least and hires him.

To demonstrate the influence of demand, three children play the part of drugstore owners who each have a sign in their window reading "Help Wanted." Only one boy comes to ask for the job. The three drugstore men bid against each other for the boy's services, and the boy accepts the highest offer. To put a limit on the bidding, the teacher will give each drugstore owner a little card indicating his maximum wage offer.

9. The class can discuss the fact that there are many jobs that are important even though the pay is low. The teacher can call out occupations at random and the class discuss their usefulness—for instance, garbage men are producers of very important services. In big cities, people's health would be in danger without their services, but they often receive low wages. Librarians do useful work by supplying the people of the community with books for leisure and for knowledge. Without libraries, information would not be available for students, teachers, and businessmen. Yet librarians very often receive low salaries. Manufacturers do useful work. They may produce goods used not only in our community but all over the world. Since they do not know how long customers will buy the goods they produce, they deserve not only pay for their work, but an extra reward for their worry. Without them there would be fewer goods and fewer jobs. Therefore, when their business goes well, they receive a large income.

After the class discussion the children can prepare a mural showing people doing the various jobs discussed. The mural might be entitled "Low-Paid and High-Paid Jobs Are Both Important."

10. To help the children discover that wages change as the demand for goods or services increases in one industry and decreases in another

industry, the teacher can have the class read the story "Why There Are So Few Blacksmiths" on page 213 of the text. A shift in comparative wages may change the way people earn their living. For example, few people want to be domestic servants today because factory wages are higher. There is a great need for librarians today, but since wages in other occupations are higher, few young people want to be librarians. Many grocery stores become self-service because they cannot offer wages as high as in other occupations. After the story has been read, the teacher can ask whether the children think it would be wise to become a blacksmith today, or whether it would be better to become an automobile mechanic.

11. The class can discuss how important it is that employers know about the people who want jobs. The most skillful worker could starve if no employer knew about his skill. Advertising often serves as a bridge between employers and potential employees. If people want jobs, they advertise their skills or tell other people about them (through employment agencies). Or employers advertise if they need workers. The children, with the help of their parents, can try to find such advertising and discuss it in class.
12. The following activity can be completed in the Activity Book.
 - a) 16A: "Who Earns More?" On the basis of what they have learned about the factors that govern wages, the children should be able in most cases to determine which worker of each pair pictured earns more. After the activity has been completed, the class should follow up with a discussion of which rule determines the difference in income of the people shown in each pair of pictures. (The riveter earns more than the ditch digger because of the greater amount of training and learned skills required for his job. The lion trainer earns more than the balloon seller because he takes greater risks. The semitrailer truck driver earns more than the deliveryman because one needs more training and skill to drive the semitrailer truck. Because of the law of demand, the man wanted by many employers will probably earn more than the man wanted by only one employer. The worker who makes many items in a day will earn more than the one who makes few. The boss will earn more than the clerk because he takes risks and has the worry of not knowing what the future holds for his business. Because of the law of supply, if few men apply for the job they will probably earn more than if many apply. The pilot earns more than the mechanic because of the greater training and skill needed for his job. The woman scientist earns more than the

waitress because of her greater education and training. The artist with many customers earns more than the artist with few customers because he produces what the customers want. The ski instructor earns more while he works than the physical education instructor because his work is seasonal.) In some cases more than one rule may actually apply, but only the most important rule should be emphasized lest the children be confused by the interplay of divergent rules.

Stories, Poems, Songs

Read to Me About Charlie

by Inez Hogan

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Once upon a time there was a dog named Charlie and a boy named Christopher.

And this story is about how Christopher got Charlie and about how Charlie got his name.

When he was a puppy, Charlie didn't have a name. He lived in a pet shop with a lot of other puppies. Every day people stopped to look in the pet shop window.

People like to watch puppies play.

And puppies like to be people's pets.

So when people looked in, all the pups wiggled, wagged, rolled over, sat up, and barked "Yip-Yip. Buy me." All except Charlie. He hid in the straw and peeped out at the people and watched and waited. He wanted to choose the one who bought him for a pet. Charlie was a choosy puppy.

One day a lady stopped to look in the pet shop window and watch the puppies play.

And the puppies began to show off. They wagged, wiggled, and yipped . . . all except Charlie.

A cocker spaniel sat on his hind legs and held his front legs up and looked so longingly at the lady that she said, "You darling dog. I'd like to buy you." And she went into the pet shop.

Charlie tried to hide deeper in the straw. He didn't want a lady to buy him. Ladies just held you in their laps. Charlie wanted to run and romp. He wanted a boy to buy him. So he hid deeper in the straw.

"You don't have to hide," said the cocker spaniel. "The lady isn't going to buy you. She's going to buy me."

And she did.

Next door to the pet shop there was a shoemaker's shop. And along

Christopher, taking his shoes to the shoemaker's to be mended. He stopped to look in the pet shop window.

Charlie was peeping out from the straw, waiting and watching, sitting and watching. But when he saw Christopher, he jumped up and ran to the front of the window.

The dog looked at the boy.

The boy looked at the dog.

Then Christopher said, "Gee, you're a swell dog." And Charlie wiggled and wagged and yipped, "Buy me—*please* buy me. I've been waiting and watching for a boy like you."

"I want you for my pet," said Christopher. "I want to take you home." Christopher went into the pet shop.

He didn't have to show the pet shop keeper which pup he wanted. Charlie was wiggling, wagging, and yipping.

"I want that pup," said Christopher, "and that pup wants me. How much does he cost?"

"I'll sell him cheap," said the pet shop keeper. "He growls at people and hides in the straw. You can have him for five dollars."

"I don't have any money," said Christopher. "But I'll buy him somehow. I'll be back."

Christopher patted Charlie. "You just wait, fellow. I'll be back with the money. You just wait."

So after that Charlie just waited. He didn't watch anymore—he just waited.

Christopher went on to the shoemaker's shop. He had almost forgotten that he was taking his shoes to be mended.

"Well, my boy," said the shoemaker, "your shoes need mending again. You must do a lot of running and romping."

"I do," said Christopher. "And I want a dog to run and romp with me. There's one in the pet shop window that I want. He wants me, too. But I haven't the money to buy him."

"Why don't you earn the money?" said the shoemaker.

"Could I?" said Christopher. "How?"

"I need a boy to deliver shoes," said the shoemaker.

"Swell," said Christopher. "I'll work hard and earn money to buy that dog. May I start now?"

"Sure," said the shoemaker. "Why not?"

And Christopher did work hard.

Every day after school he ran errands for the shoemaker.

Every day the shoemaker gave him fifty cents.

And every day Christopher looked in the pet shop window to see if Charlie was still there.

One day passed . . . another day passed.

Every day Christopher would tap on the pet shop window with his fifty cents. And Charlie would wiggle and wag and yip, "I'll wait—I won't let anyone else buy me."

And he didn't.

The very next day a lady came to the pet shop with a little girl.

"I want that little black and white pup," said the little girl, "the one hiding in the straw."

Charlie tried to run, but the pet shop keeper caught him and handed him to the lady.

Charlie snarled and snapped and growled.

"He doesn't like me," said the lady. "You take him, dear." She handed Charlie to the little girl.

But Charlie slipped out of the little girl's arms and ran out of the shop.

The pet shop keeper looked.

The lady looked.

The little girl looked.

But they looked the wrong way.

And Charlie got away.

And the pet shop keeper couldn't find Charlie.

Charlie was hiding behind the shoemaker's shop.

He stayed there very quietly until it was dark. Then he began to run again. Charlie ran all over town, looking for Christopher.

He looked all night, but he didn't find Christopher.

So when morning came, Charlie hid behind the shoemaker's shop again and waited.

When the shoemaker opened his shop in the morning, he didn't see Charlie sneak in behind him and hide under the counter.

That same morning Christopher started for school early. He wanted to say hello to Charlie on the way. But when he looked in the pet shop window, he didn't see Charlie. And the pet shop was closed.

So Christopher ran into the shoemaker's shop next door.

"My dog is gone," he cried.

"Here I am," barked Charlie, and he ran out from under the counter where he was hiding.

"Whoopee!" shouted Christopher. "I found him! He's mine!"

"Hold on there," said the shoemaker. "He's not your dog yet. You haven't paid for him."

"I haven't earned enough money to buy him," said Christopher.

"You will before long," said the shoemaker. "You run along to school. I'll take the pup back."

Christopher was very sad . . . but he went to school.

Charlie was very sad . . . but he went back to the pet shop.

So the boy worked and the dog waited . . . until one day Christopher came running down the street shouting,

"Hooray! Hooray!

Tomorrow's the day."

He tapped on the pet shop window with the fifty cents he had just earned. "This makes four dollars and fifty cents. After work tomorrow I'll have five dollars—enough to buy you.

"Tomorrow's the day.

Hooray! Hooray!"

Charlie didn't really know why Christopher was so happy. But the dog was happy because the boy was happy, and he wagged and wiggled and yipped.

"Goodbye," said Christopher. "Remember—tomorrow you go home with me."

The next morning Christopher's mother came to Christopher's room and woke him.

He jumped out of bed shouting.

"Hooray! Hooray!

Today's the day."

"Look at your face," said Mother. "It's covered with red spots. You'd better get back in bed. I'll call Doctor Charles. You probably have chicken pox or something."

She handed Christopher a mirror. "Here, look at yourself." Then she went to call the doctor.

Christopher looked at his face in the mirror.

Sure enough . . . red spots . . . all over.

Doctor Charles came to see Christopher.

"You have chicken pox, Christopher, my boy. You'll have to stay in bed for a while," said Doctor Charles.

"Not today! Not today!" cried Christopher. "I can't stay in bed today. Today is the day I've been waiting for."

"What about today?" asked Doctor Charles.

"It's the day I earn enough money to buy my dog. He's waiting for me. He won't know what has happened."

Christopher began to cry.

"Let me have the money you have earned," said Doctor Charles. "I'll see what I can do about it. I'll fix it. That's what doctors are for—to fix things."

So that day when Charlie came out from under the straw, he saw Doctor Charles. And when Doctor Charles went into the pet shop, Charlie scrambled back under the straw. He didn't know that Doctor Charles was going to take him to Christopher. He thought a man was going to buy him. So when the pet shop keeper caught him and handed him to

Doctor Charles, he snarled and struggled and growled and kicked.

"I'll have to put him in a basket," said the pet shop keeper. "He's putting up a fight. This pup has picked the boy he wants, and he's bound no one else is going to buy him."

"I'm going to take him to the boy he wants," said Doctor Charles.

"He doesn't know that," said the pet shop keeper.

And Charlie didn't know that the doctor was taking him to Christopher. He just knew that he could not get out of the basket. The doctor had put the basket in the back seat of his car. Charlie knew that he was getting farther and farther away from the pet shop and when Christopher came he wouldn't be there. Charlie began to whimper.

Then the car stopped. The doctor got out and said, "Just a minute, fellow. I have an errand to do here. Then I'll take you to Christopher." But Charlie didn't understand. He barked and whimpered and tried to get out of the basket.

He made such a racket that children playing on the sidewalk looked into the car.

"What's in the basket? Is it a dog?"

"Let's see."

"Open the basket."

"Let's look."

The children opened the basket . . . AND . . .

Out popped Charlie.

And away he ran—with all the children after him.

"Hurry! Hurry! Catch him! Catch him!"

The children ran fast—but Charlie ran faster.

"We'll get him," shouted the children. "Run! Run!"

"Faster! Faster! We'll get him."

"No, you won't," barked Charlie.

"Yip-yip, yip-yip." Up one street, down another.

Faster . . . faster!

The children ran fast—but Charlie ran faster.

When Dr. Charles came out of the house and got into his car, he saw the basket was empty. "I've got to find that pup," he said. "I promise Christopher I'd fix things for him, and I will."

The doctor drove round the town . . . round and round the town until at last he saw the children chasing the pup.

Poor Charlie was slowing down. He was getting tired.

A doctor driving a car can easily catch a tired pup.

And he did.

So Charlie found himself back in the basket.

This time Dr. Charles put the basket in the front seat where he could watch it. And he drove straight to Christopher's house.

Christopher said, "Thank you, Doctor Charles. You fixed it—you sure did. I'm going to name my dog after you. I'll call him Charlie."

"Good!" said Doctor Charles.

"How did you get him?" asked Christopher. "I needed fifty cents more. I was going to earn it today, running errands for the shoemaker."

"I fixed that, too," said the doctor. "I did the errands."

"Gee, thanks," said Christopher. "You fixed things—you fixed things just fine."

"I'll fix that chicken pox, too," said Doctor Charles.

All the red spots went away,

And Christopher went out to play.

And after that, Hooray! Hooray!

He played with Charlie every day.

So that's how a boy named Christopher got a dog named Charlie. And they lived happily ever after—running, romping, and playing together.

bibliography

books

ALIM, JERROLD. *Shoeshine Boy*. New York: Morrow, 1954. Teddy decides to be a shoeshine boy. He makes part of his equipment and borrows money from his brother to buy the rest. He joins many other shoeshine boys on the library corner, but people always go to the more experienced boys. Too much competition. Teddy moves his position to the supermarket and begins to specialize in cleaning children's shoes. He gets a lot of business. Soon he can pay off his brother, and he has money left over for spending. The next year he goes back again to his place at the supermarket.

ANÇOISE. *Small-Trot*. New York: Scribner, 1952. Small-Trot's earnings as a performing mouse support her family. The class might enumerate her special talents and discuss whether other mice with whom they are acquainted are so talented. The discussion should bring out that since special talents are rare, they are well paid when there is a demand for them. The teacher can ask the children how this rule applies to their favorite television performers.

KEEN, CARLA. *I Want to Be a Baseball Player*. Chicago: Childrens Press, 1961.

I Want to Be a Teacher. Chicago: Childrens Press, 1957.

The class might discuss who they think earns more, the teacher or the big-league baseball player. The big-league baseball player earns a

large salary because he will be able to play for only a few years. The teacher can teach many years and even become a better teacher as he grows older. His total salary over many years may amount to as much as the total salary that the baseball player earns in a shorter time.

———. *I Want to Be a Doctor*. Chicago: Childrens Press, 1958.

I Want to Be a Truck Driver. Chicago: Childrens Press, 1958.

The class might discuss why they think the doctor earns more than the truck driver. The reasons are length of training (doctors must keep on studying all the time), hours of work, special skills.

———. *I Want to Be a Mechanic*. Chicago: Childrens Press, 1959.

I Want to Be a Pilot. Chicago: Childrens Press, 1957.

I Want to Be a Space Pilot. Chicago: Childrens Press, 1961.

Why does the pilot of a plane earn more than the ground mechanic? Why does the space pilot earn more than a pilot who flies planes from city to city? Who has the most difficult training? Which of the three is likely to hold his job for the longest time? (No age limit for the mechanic, but a very low age limit for the space pilot.)

KLEM, GRACE. *Serena and the Cookie Lady*. New York: Abingdon Cokesbury, 1949. An old lady and her cat realize that they are getting poorer and poorer because their savings are running out. The old lady used to be a fine cookie maker, so she decides to start making cookies again. Her cat helps by bringing her customers. The class might discuss how important it is to producers that people know about their products, and how producers cannot earn an income unless they have consumers, or customers. The story can help children to understand that people with special talents must often advertise them so that others will know about them.

"Suits for Two," in *Down the River Road*, ed. MABEL O'DONNELL, pp. 120–95. Evanston, Ill.: Row, Peterson, 1957. Two boys look for work in order to buy baseball suits. They have no special talents, and because many children could do the same job, their best hope to get the job is to work for a low wage. They have to work hard to earn only a small income.

ZION, GENE. *The Plant Sitter*. New York: Harper, 1959. The book presents in a delightful way how much "expert knowledge" is appreciated by customers. Why is Tommy such a good nurseryman? Is it likely that Tommy will have the same customers next year? Why? Could Tommy ask more for his services the next year? Why? (Because of his study, his experience, and people's confidence in him. Besides all the good service, he also gives a special bonus to the little children.)

Lesson 17

How Do We Get Our Money's Worth?

Purpose of the Lesson

1. To help children understand that because of limited income and unlimited desires we have to learn to make wise choices as consumers.
2. To help children become aware that desires can be divided into important, more important, and most important.
3. To help children discover that once the most important desire has been satisfied, the less important becomes more important.
4. To show that how families spend their income depends on price, tastes, and size of income.
5. To show that most families decide by themselves how to spend their incomes, where to spend, and when to spend.
6. To show that factories and stores produce and sell a wide range of goods and services to satisfy a wide range of choices.
7. To show that factories and stores try to produce and sell better and better goods and services at lower and lower prices because families shop where they get their money's worth.
8. To show that as people's choices change, factories and businesses change the kind and quantity of goods and services they produce.

Reinforcing the Recorded Lesson

To reinforce the main ideas of the recorded lesson, the teacher may raise the following questions for discussion.

1. What are the important goods families have to buy?
2. Why is food important?
3. How can families stretch their food dollar by choosing nutritious foods? by shopping around? by buying at the right time?

4. Why is clothing important? How can the family stretch the clothing dollar? Why is clothing cheaper at certain times?
5. Why is housing important? Why do families have big houses or small houses? (Size of family and family income.) How does site, size, age, and convenience of a house affect its price? Will the house be cheaper if there are many houses offered for sale or if only a few are offered? Will the house be cheaper if a lot of people want to buy houses or if only a few people want to buy houses?
6. After we have purchased food, clothing, and housing, what do we buy next? Why? (The most important becomes less important once the need for it has been satisfied.)
7. Why do families change the ways they spend their income? (Changing incomes, changing tastes, changing prices.)
8. Why do factories and stores produce and sell so many different kinds of goods and services? (People's tastes and incomes differ.)
9. Which factories and stores usually have the most customers? (Those that sell better goods at lower prices.)

Activities

1. The teacher can retell the stories of Catalina and Rosamond from Lesson 10 and recall to the class that choice making is important and that everyone has to make choices. The children should observe that both little girls were given money, that is, they did not work for their income. Choice making becomes even more meaningful when it is related to the limitations of income, the reward for work. Thinking of making choices within the limitations of the family income the children may be able to understand more clearly the conflict between unlimited wants and limited resources. No one can work so hard and so much that he can buy everything he wants, much less everything his family wants.

To give the children a clearer understanding of how family income is divided to fulfill various needs and wants, they can ask their parents how they spend their income. (This situation may require that the teacher communicate with the parents to assure them that the class is interested only in the relative amounts spent on various items, and that no actual figures need be given. See also the remarks on such problems in the section "General Preparation.") The following day the class can hold a discussion on how families spend their incomes. The various items on which income is spent can be listed on the blackboard and grouped according to their relative importance. Vacations, insurance, and charity should be included.

To help the children understand that not all wishes can be fulfilled, the teacher can ask the children to tell what they would like to have for their birthdays. The teacher can make a list of the items mentioned and then the class can discuss why some of the items are beyond the reach of many families.

To give the children practice in deciding the relative importance of various goods on which families spend their income, they can cut pictures from old magazines. The pictures should be related to family spending—for example, pictures of mothers shopping in a supermarket, in a furniture store, or of families buying a house, and the like. From the pictures the children may assemble a display divided into "Important," "More Important," and "Most Important." The decision as to where each picture belongs should be made by common consent of the class.

The teacher can read the poem "Jimmy's Choices" to the class. Afterward the class can discuss the way nature helps men to make choices. Once, however, we have fulfilled the needs which are forced on us by nature, our choices change. Things that may seem very important at one time may seem less so a little later. The class can also discuss whether Jimmy's choice of a kite was a wise one. The teacher can ask the children what their choice would have been had they been Jimmy. The discussion should bring out that the more choices people know about, the better chance they have of making a good choice.

To help the children see how preference and choice are determined by level of income, size of family, price, and taste, the teacher can have the children organize interest centers in the classroom. One table can represent a food store and display both simple and fancy foods. A clothing store table can display simple and fancy clothes; a real estate office table might have pictures of small homes and big

homes. Other interest centers might include a television store, drug-store, tourist agency, music store, sporting goods store, automobile agency, home appliance store, souvenir shop, variety store, and jewelry shop. The displays can be prepared with cutouts, drawings, clay models, or toys.

Every morning the children can shop. One child might pretend to be a father with four children who does not earn much. Another might be a bachelor with a good income. A third might be the mother of a well-to-do family with only one child, and so on. The children should change roles frequently so that they personally experience the differences in the things that determine their choices. The resulting differences in their own decisions will serve to bring out the point of the activity to the children.

7. As an exercise in comparative shopping, some of the children can organize two interest centers representing two food stores. They should put competitive price tags on various foods. Some of the other children would then go to shop for dinner. If the children are careful shoppers, they will compare prices and quality. Two children may shop independently of each other. (It would be best if they did not see each other shop.) After their shopping, their food basket can be examined for nutrition, price, and quality.
8. A committee of five, with their parents' help, can observe the prices of certain items in the food stores, on the fruit, vegetable, or meat counters. The teacher can assign to each child two items to watch for for two weeks in the same store. For instance, one child might observe frying chicken and pork chop prices; another child, lettuce and tomato prices; another child, apple and orange prices; another child, cauliflower and carrot prices; another child, the prices of two fruits in season. At the end of two weeks the children can report the prices, and the teacher write them on the blackboard. The children will discover whether the prices are rising or falling and when would have been the best time to purchase each item. They can also discuss the reasons why the prices rise or fall (fruit in or out of season, more or less cattle delivered to the market, and so on).
9. In most towns large food stores advertise special sales on one of the weekdays. The children can bring full-page ads to class. In class they can circle in brown the prices of coffee in all the local stores, in blue the prices of bread, in red the prices of a certain kind of meat, in orange the prices of apples, and so on. Then the class can discuss in which stores they would shop to make their money go the furthest.

10. To help the children understand the effect that families' trying to get their money's worth has on the factories and stores that produce and sell goods, the teacher can have the class examine the discussion picture "What Will Happen?" on page 217 of the text. Mr. Brown's clocks sell for \$9, Mr. Gray's for \$10. After examining the picture, the class can discuss first the possible reasons for the difference. (Better quality in Mr. Gray's watch, less efficient methods of production in Mr. Gray's factory, older equipment in Mr. Gray's factory, and the like.) The reasons for the difference will determine the answer to the question, "What will happen?" The class can discuss the following possibilities: If Mr. Gray really does make a better-quality watch, the public may not mind paying more for it and his business may be successful. If, however, his higher price is the result of less efficient methods of production, the public would not buy his watch, preferring to buy those made by Mr. Brown instead. In this case Mr. Gray might go out of business. The discussion should bring out the effect which consumer action has on producers.

11. To bring out the importance of making wise choices, the class can read the story "Pat Draws a Picture" on page 218 of the text. After reading the story, the class can discuss the reasons for Pat not making the right choice. (She did not use the money for the purpose for which it was given her. She did not carefully think through what was most important and what was less so.)

12. The following activities can be completed in the Activity Book.

- a) 17A: "Which Costs More?" The children should be able to tell which item in each of the pairs pictured would cost more. After completing the exercise, the class can discuss the reasons why factories and stores produce and sell a wide range of goods at different prices. (To meet the wants of many families with different tastes and incomes.)
- b) 17B: "When Can You Pay Less?" This activity is designed to help the children discover that prices rise and fall with the seasons as demand increases or decreases and as supply decreases or increases. Thus winter clothing generally costs less in summer (reduced demand) whereas strawberries are cheaper in season than out (increased supply). After the class has completed the activity, the teacher can ask the children why each of the goods in the activity is cheaper at the time they have indicated. Their answers might run as follows: "Summer clothes are cheaper in winter because fewer people want them then";

or "Strawberries are cheaper in summer because there are more strawberries to sell then"; and so on through each of the goods pictured.

- c) 17C: "What Would You Buy If You Had Ten Cents?" The children should recognize that some of the items pictured cannot be bought if they have only ten cents, but that many different goods are within their reach. The purpose of the activity is twofold: first, it helps children discover that limited resources limit choice; second, it helps children see the effect that tastes have on choices. After completing the activity, the teacher can ask the children what they would have selected if they had had more money, say twenty-five cents. Would they have bought more of their first choice or would they have chosen something else in addition? Class discussion should bring out the fact that when one wish has been satisfied, others take on added importance.

Stories, Poems, Songs

Jimmy's Choices

by William Rader

My little friend, Jimmy, I watched one day.
He wanted to eat, he wanted to play.
What to do first, he didn't quite know.
Then his stomach scolded, "D'you want to grow?"

One sandwich he ate. Should he have two?
It was hard to decide. What should he do?
He ate another, and when he was through,
He wanted no more; that much he knew.

A cold drink—he thought—boy, that would taste nice!
One glass of pop, then another with ice.
Now Jimmy was full of food and drink.
What next would he want? What do you think?

Jimmy went outside to play in the sun.
He and Tommy would have lots of fun.
Tommy said, as he looked at his kite in the tree,
"If I had my kite, you could play with me."

o Jimmy bought string and a kite to fly.
 nd fly it they did, high in the sky.
 ut after a while some friends he heard call,
 We'd have a game if we just had a ball."
 you remember this poem you will learn
 hat all families do with the income they earn.
 hey buy what they need most, good food to eat,
 nd then they buy clothes and shoes for their feet.
 ut then they find they want other things more,
 o back again they go to the store.
 n all kinds of goods our money we spend,
 or the things we want go on without end.

Bibliography

Books

ANNON, LAURA. *The Gift of Hawaii*. Chicago: Albert Whitman, 1961. John-John wanted to buy a beautiful dress for his mother but found he could not afford it with his handful of pennies. Instead he had to look for the next best thing.

_____. *The Other Side of the World*. Cambridge, Mass.: Houghton Mifflin, 1960. A Japanese child has some birthday money to spend, and looks carefully for the right thing. Regardless of where you live, people have to make choices.

ROMHALL, WINIFRED. *Belinda's New Shoes*. New York: Knopf, 1945. The teacher will have to read the story. Belinda wanted a pair of red shoes, and Granny had to use her savings to buy them. Belinda almost wore them out before the important occasion for which she needed them. What might be pointed out is that we can stretch our money by taking care of our clothing to make it last longer.

"Earning and Spending Money" and "How to Spend the Money You've Earned," in *Work Around the Home*, ed. KATHRYN JACKSON, pp. 32–46. Morristown, N. J.: Silver Burdett, 1957.

FRANÇOISE. *Jeanne Marie Counts Her Sheep*. New York: Scribner, 1951. Jeanne Marie dreams of all the lambs her sheep may have and what she can buy. But Patapon has only one lamb, and so Jeanne Marie can make only a small purchase. Here is seen the relation of income to spending.

LIANG, YEN. *Pot Bank*. Philadelphia: Lippincott, 1956. Grandfather's observations about money, the market so full of goods and services, the children's difficulties in making choices—all make this little book a gold mine of economic activity. The class might be asked what their first and second choices would be in the market, and from their variety of answers the differences in taste might be pointed out.

LINDMAN, MAJ. *Flicka, Ricka, Dicka, and the Strawberries*. Chicago: Albert Whitman, 1944. About second-grade reading level. Three little Swedish girls earn money by picking strawberries and decide that they want most to give their earnings to a poor little girl. The story nicely brings out that the children made this choice because they are already well provided with good food, clothing, and a home.

MARKS, MICKEY KLAR. *What Can I Buy?* New York: Dial, 1962. An easy picture book which shows the difficulties in making a choice where there is much to choose from and only 25 cents with which to buy.

WATSON, NANCY DINGMAN. *Annie's Spending Spree*. New York: Viking, 1957. Annie's grandmother gives her a paper dollar to spend for her birthday. How difficult it was to choose from so many wonderful things!

Films

About Money. 8 min., sound, color, \$75, Children's Productions. Demonstrates the proper ways of spending an allowance. Narrated by an eight-year-old boy who tells his sister how he got his money and what he does with it.

Lesson 18

Families Buy Many Goods and Services Together

Purpose of the Lesson

1. To help children discover that families buy many goods and services together because—
 - a) The purchase of some goods and services by individual families would be very expensive and wasteful of the country's resources.
 - b) Many families would be excluded from the use of such goods and services if they were bought by individual families for their own use.
2. To help children understand that people pay taxes to the city, to the state, and to the United States, so that these governments can buy for the people what they cannot buy, or cannot buy as well, for themselves.
3. To help children understand that although everyone has to pay taxes, some families pay more, others less. But regardless of the amount of taxes different families pay, they all benefit from the goods and services they buy together.

Reinforcing the Recorded Lesson

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. Who can remember some of the goods and services that families buy together?
2. How do the families pay for them?
3. Can all families benefit from these goods and services? Or can only those benefit who pay taxes?
4. Do all families pay the same taxes?
5. Why are roads important?
6. Why are schools important?

7. Why are policemen and firemen important?
8. Why are soldiers important?
9. Why is it important to keep our city clean?
10. Do you think it is important to pay taxes for these things?
11. Do you think a family has a choice of paying its taxes or not paying them?

Activities

1. To illustrate the importance of the goods and services that families buy together through taxes, they can make up stories about what the world would be like if we did not pay taxes. For instance, who would build a road and who would use it? Who would build the harbor in the port city and who would use it? Who would predict the weather? Who would clean the streets? Who would light the streets? Who would build bridges and who would use them? Who would own the Army, Navy, or Air Force, or would there even be any?
2. As an aid to learning the distinction between goods and services that families buy individually and those that they buy together, the class can play the following game. The teacher says, "I am thinking of army tanks. Do families buy these by themselves or together?" The children should respond, "Together." The teacher says, "I am thinking of ice cream. Do families buy this by themselves or together?" The children should respond, "By themselves." The game can continue until it is clear that the children understand the difference. If the children ask whether the post office and mail service are paid for by families together, it should be pointed out that for the most part this service is paid for by individuals and businesses when they buy the stamps for their letters and packages. After playing the game, the class can discuss what the real difference is between families buying by themselves and families buying together. The discussion should bring out that families buy for themselves largely according to their personal tastes (what the

like most); they can decide at any time to buy more or to buy less, and how much they want to pay. They buy things that they can afford, and they do not need to share what they have bought with other families. When families buy together, they buy things that they could not have bought by themselves; they have to pay for them together; and they must share what they have bought with everyone else.

The teacher can take the class for a walk to observe some of the goods and services that families buy together, such as streets and roads; garbage removal and sewage disposal; fire alarm boxes; street cleaners; policemen and firemen; streetlights; soldiers, sailors, marines, and airmen; bridges; dams; parks and playgrounds; schools; city and state colleges; city, state, and federal hospitals; state employment offices, airports, and libraries. On return from their walk, the class should discuss how much better and safer their town is because of the things they saw that families buy together.

The class can discuss the goods and services that families in their city or town buy together. The teacher might list on the blackboard such items as streets, streetlights, street cleaners, schools, police, firemen, parks, and stoplights. The children can prepare an exhibition or table display entitled "What Families in Our Town Buy Together."

The class can discuss the goods and services families in their state buy together. The teacher might list on the blackboard such items as highways, state police, state parks, fisheries, flood control, state hospitals, help to the needy, state prisons. The children might prepare an exhibition or table display entitled "What Families in Our State Buy Together."

The class can discuss the goods and services that families in the United States buy together. The teacher might list on the blackboard such items as the Army, Navy, Air Force, and Coast Guard, weather reporting, federal highways, parks and forests, help to the farmer, dams, flood control, aid to the disabled, and help to people in faraway places. The children can prepare an exhibition or table display entitled "What Families in Our Country Buy Together."

The class can read the story "What Do Taxes Do?" on page 222 of the text. After reading the story, the class can discuss how people pay taxes to the city, the state, and the United States and how these governments pay for goods and services. The class can also discuss

such questions as: How do the city police help keep us safe? How do the Army, Navy, and Air Force help keep us safe? How would we get from here to there if there were no streets, roads, and highways? Do families buying together help poor people? How? Could individual families buy all the things that families buy together in our city, in our state, and in our country? In this discussion the teacher should relate the idea to examples familiar to the class—such as the state university and a local highway.

The class can go on to discuss such questions as: Can families pay taxes whenever they want? Why is it important to be honest when we pay taxes? Who are the people that pay taxes?

8. The class can be divided into three committees, with each group preparing a display. The titles of the displays might be "We Pay Taxes to the City," "We Pay Taxes to the State," "We Pay Taxes to the United States." Each display should show money rolling into the treasury, and money rolling out to support various programs. The display should show impressive public works such as dams, bridges, modern highways, satellite launchings, as well as state and national parks and recreation areas. After the display has been set up, the class should discuss whether individual families would ever have been able to pay for such things.

The teacher can write to the following agencies and organizations for pictorial material.

United States Department of the Interior
C Street between 18th and 19th Streets, N.W.
Washington, D.C.

At the same address:

National Park Service

Bureau of Reclamation

National Parks Association
1300 New Hampshire Avenue, N.W.
Washington 6, D.C.

Bonneville Power Administration
Portland, Oregon

Southeastern Power Administration
Elberton, Georgia

Southwestern Power Administration
Tulsa, Oklahoma

Also state departments of public works and highways, state park administrations, and other state agencies.

9. The children can prepare a mobile from metal coat hangers. On one arm are placed many small colored cardboard cutouts of goods and services that families buy together. These cutouts are balanced by a large cutout labeled "Taxes" attached to the other arm. Children should discover that the cost of goods and services supplied by government should be balanced by the amount of taxes collected. If the expenses are more than taxes collected, the government (city, state, or federal) has to borrow money. If the expenses are less than the taxes collected, the government saves the money for use later.
10. If some of the children's parents are civil servants (other than postmen, since the post office is in large measure self-financed), they might be asked to come to class to explain the importance of the jobs they do. If the parents themselves cannot come to class, the children can find out about their jobs and report to the class. The purpose of the activity is to make the goods and services that families buy together easier for the children to understand.
11. As a variation of, or expansion on, Activity 10, children whose parents work for the city, state, or United States might draw pictures of their parents' occupations and prepare a display entitled "Our Parents Help Families Buy Together."
12. To reinforce the idea that there are many services that families need but could not buy individually for themselves, the teacher can have the class study the illustrations on page 118 of the text. The discussion should bring out that no one family could afford the items pictured; that the items are really needed; and that all families benefit from these things.
13. To acquaint the children with one of the many services that families buy together and to help them discover the importance of such services, the teacher can have the class read the story "Helen Helps All Our Families" on page 227 in the text. After they have read the story, the class should discuss how important the nurse is to the community she serves.
14. To acquaint the children with some of the people who supply the services that families buy together, the teacher can read the stories "A Visit to the County Agent" and "A Day with the President" to the class. After the stories have been read, the class can discuss how such people make our life safer and happier, and such questions as these: Who pays the county agent's salary? Who pays the President's salary? (All our families, through taxes.) Whom does the county agent help? (All the farmers in his district.) Whom does the President help? (All the families in our country.)
15. To help the children discover why families buy together, and why families have to pay taxes, the teacher can read the story "The Big Shopping List" to the class. The teacher can raise the following questions for discussion. Why do families decide to buy some goods and services together? Who decides for them what to buy together? (The President and the rule makers.) What do these people decide for the families? (What to buy and how to pay for it.) Can families choose whether to pay for the things on the list or not? (No. All families have to pay their share.) Do all the families pay the same amount? (No. Some pay more than others.) What if the families think that the men they have chosen have made a bad list or have not handled the taxes well? (When they vote again, the families can choose different men.)
16. The following activities can be completed in the Activity Book:
 - a) 18A: "Who Pays for What We Use?" The children should be able to distinguish between items bought by individual families and those bought by families together through taxes. After completing the exercise, the class can discuss the fact that the items purchased with tax money could not have been bought by individual families. They can also discuss the necessity for such purchases.
 - b) 18B: "Are These People Paid with Taxes?" The children may have some difficulty distinguishing the producers of goods and services that are paid for by all through taxes, on the one hand, from producers of goods and services that are purchased by individual families, on the other. The activity can serve to help the children discover the difference (those who work for all our families are paid with tax money raised from all our families). After completing the activity, the class can discuss the importance of the jobs performed by those who work for all our families.

A Visit to the County Agent

by Jeanne Stoner

Billy's father was not happy at all. He had a problem. Every morning after breakfast, Billy's father would go out to look at his field of corn. He would look and look at the corn growing there, and then he would shake his head and say, "It just doesn't look good this year. The corn should be much higher by this time. There must be something wrong." One day at breakfast Father said, "I think we have a real problem with the corn, Mother. It isn't doing well at all. If we can't find the answer, it won't pay us to plant corn anymore. No one will want to buy the kind of corn we're growing out there."

"What could be wrong?" asked Mother.

"I don't know," said Father. "Our corn has always done very well before. We've grown the best corn around here for years and years."

"Maybe you ought to ask the county agent about it," said Mother.

"You know," said Father, "that's a good idea. I don't know why I don't think of it myself."

"What's a county agent?" asked Billy.

"That's someone you ought to meet, Billy. He is a mighty good man to know. He helps the farmers when they have problems. Whether it's about their corn or wheat, or cattle or pigs, the county agent will help farmers with any problem that comes up. During the winter, when we farmers aren't busy plowing, planting, or harvesting, the county agent holds classes to help us keep up on the new and better ways of handling a farm. He has meetings to tell us what prices the things we grow will get on the market. Yes—the county agent does a good job of helping where the farmer is concerned. Would you like to come along this afternoon when I go to see him?"

Billy could hardly wait. When Billy and his dad got to the county agent's office, the woman at the typewriter said they were in luck. The county agent was in his office. Billy just couldn't imagine what a county agent would look like.

Finally the office door opened. Mr. Potts, the county agent, came out of his office. Billy was a bit disappointed. Mr. Potts looked just like anyone else. He was wearing a checkered shirt and smoking a pipe. Billy's father introduced himself and Billy to Mr. Potts.

"How do you do," said Mr. Potts. "What can I do for you?"

"Well," said Father, "it seems we have a problem with our corn. . . ." and he told Mr. Potts all about it.

Mr. Potts listened carefully to what Billy's father said.

Every now and then he would ask a question. Then he would nod his head slowly when Father answered.

"I think I know the answer to your problem," said Mr. Potts. "You see, corn grows in the soil because the soil feeds it the kinds of things it needs." And he added, winking at Billy, "Just as milk and meat and vegetables are the kinds of things you need to make you grow, young fella. Now, when you grow corn year after year after year in the same soil, the soil runs out of some of the things corn needs to make it grow tall and strong. Then the farmer has to put some of those things back into the soil. He does that by using fertilizer. Using fertilizer is like putting food on your pantry shelf. You put food into the soil, and the corn uses it to grow on."

Billy was beginning to see why the farmers took their problems to Mr. Potts.

"I think maybe your soil needs some fertilizer," said Mr. Potts. "But we don't like to work by guess and by golly. If you send us a sample of your soil, we'll test it in our laboratory for you and find out just what it needs."

And that is just what Billy's father did. Mr. Potts said that their soil was low in iron and that a certain kind of fertilizer would have to be used. And so Billy's father went to a store and bought five big sacks full of fertilizer. Then he hooked a machine to his tractor, poured the fertilizer into the machine, and spread it all over his cornfield.

And the next year Billy's father was very happy. He had no problem. Every morning after breakfast when he went out to look at his field of corn, he would smile, because now his corn was the tallest and strongest in the whole county.

A Day with the President

by Dorothy Senesh

Jimmy didn't sleep well all night. He was too excited. Miss Adams, his teacher, had told the class that there would be no schoolwork tomorrow morning. The President of the United States was coming to town to make a speech at the new bridge over the river. If the weather was good, the whole school would go to Main Street, where the children could watch the parade. The children would carry little flags, and they could wave them at the President when he went by in his automobile.

When Jimmy heard his mother making breakfast, he got up and ran to his bedroom window to see what the weather was like. The sun was shining. There were no clouds in the bright blue sky. He got dressed

quickly, he ate his breakfast quickly, and he ran off to school quickly. Mother didn't have to ask him to hurry this morning.

When the school bell rang, every child was at his desk. Nobody was late. Nobody was absent.

"Children," asked Miss Adams, "who is coming to town today?"

The children said, "The President of the United States."

"Yes," Miss Adams said. "Later this morning we shall all go and line up along Main Street so that we can greet our President. Children, why should we honor our President?"

Jimmy said, "He is a very important man."

"Yes, the President is an important man," said Miss Adams. "He is important because he is the leader of our country. We chose him to be our President because we think he can run our country well.

"When our President speaks, everybody listens. People read about what he says in the newspapers. They listen to him when he speaks on the radio or on television. When people in faraway countries hear him, they think that he is talking for every one of us.

"Have any of you boys and girls ever seen the President?" Miss Adams asked.

"I saw his picture in a magazine," Jimmy said.

Another child put up his hand and said, "I saw him in the movies."

Many children called out, "I saw him on television."

"Do any of you children know where the President lives?" Miss Adams asked.

"I know," said Jimmy. "He lives in the White House in Washington. We went to Washington on our vacation, and we visited the White House. There are lots of beautiful rooms there. We saw the room where Mr. Lincoln slept, too."

"There is a part of the White House Jimmy didn't see," said Miss Adams. "That's the part where the President and his family live—upstairs on the second floor.

"The President is a very busy man—probably the busiest man in the world. Every time he has to decide something, he has to think of all the families in our country. Many people write to him when they agree or disagree with him. Maybe in your house you get one or two letters a day. But how would you like to be the President? He gets bags and bags and bags of letters. And he and his helpers answer all of them.

"Every morning after the President has had breakfast with his family, he goes downstairs to his office and reads newspapers and messages to find out what has happened in the world. Of course he can't read everything by himself. Many people help him. Very shortly, a helper comes in to show him a list of the people who want to see him that day. The

President looks at the list. Maybe he adds a name to the list or crosses a name off. Soon the people start to come—people from near and far away young people; old people; a general; perhaps a king and queen; some farmers; perhaps a tribe of Indians who do not want a dam built near their land; a group of boy scouts may come to make him an honorary member of their troop.

"Every day he sees his most important helpers. They come to tell him things that he should know. One of these helpers specializes in the business we have with other countries; another helper is head of the Army, Navy, and Air Force; another helper takes care of farmers' problems; another specializes in businessmen's problems; another takes care of workers' problems; another specializes in schools and another is head of all the post offices in the country; and another specializes in seeing that people obey the rules.

"All this, boys and girls," said Miss Adams, "is what the President might do before lunch. After lunch he may see some of the men and women who are our rule makers. Our parents chose them to be our rule makers.

"Besides seeing people, the President has to find time to read and study all the messages and rules that come to his desk. If he likes the rules, he signs his name to them. Then they become rules for all of us to follow.

"Messages come to him by telephone from all over the world. Sometimes he has to decide quickly what to do. He must always try to decide in a way that will be best for our country. So you can see what a hard day the President has.

"And do you think that he can rest at the end of the afternoon?" asked Miss Adams. "He often has people at dinner who may come from faraway parts of the world. If the guests are very important, the White House lights shine till late at night. But after the guests leave and the lights go out, the President may still stay awake for a long time, thinking about what problems the next day may bring."

When Miss Adams stopped talking, the children sat quietly. They were thinking about how hard the President has to work to do a good job for our country.

Suddenly the door opened. The principal looked in and said, "Miss Adams, please take your children out into the schoolyard. All the school is lining up so that we can march to Main Street to greet the President."

The children followed Miss Adams out of the room. They were full of excitement at the thought of the parade, but they all wanted very much to look their best when the President came to town.

The Big, Big Shopping List

by Dorothy Senesh

A few days after New Year's Day, Betty's father came home from work right on time.

"I hope supper will be early tonight," he said to Betty's mother. "The President will be on television tonight. Let us finish supper quickly so that we can listen to him."

After supper, Father turned on the television set. The President was already talking. He was reading a long list of the things that families would have to buy together during the coming year. The President was saying that the country needed trucks, tanks, soldiers, sailors, boats, airplanes, and airplane pilots in order to keep strong. The country needed more roads because more people own automobiles. People in some parts of the country were asking that their rivers be made deeper so that big boats could travel on them. People in other parts of the country were asking for dams so that the rivers would not flood their land. Many little trees had to be planted where there had been fires. Many new trees had to be planted on the mountainsides to keep the rains and snows from wearing away the mountains. Fish had to be put into the rivers and lakes so that people could go fishing. Scientists in the laboratories needed to study animals and plants so that the farmers could grow better crops. Money was needed to tear down old houses in the cities so that new and better houses could be built for families.

The President's speech was a long one. When he finished, many people in the big hall where he was giving the speech clapped their hands. "Who are those people?" asked Betty.

Father said, "They are the people we have chosen to go to Washington to make rules for us. The President was telling them what the country could buy this year."

"Why does the President have to tell the rule makers what the country could buy? He is our leader. Why doesn't he just go ahead and buy what the country needs?"

Father said, "The President may have some good ideas about what we need to make our country strong and healthy, but not all the rule makers agree with him. Our rule makers tell the President how much he can spend. All those rule makers you saw in that big room — they decide how much the country can afford to spend. They'll tell the President what he can buy and what he can't."

When the TV program was finished, Betty's mother said, "I know how the President feels. It's just like here at home. You want good food, and you don't like it when we run out of soap or towels or matches. You want to pay the electric and telephone and water and gas bills. You want

nice clothes. Betty needs some new school clothes. Your shoes wear out. And still you ask me each week, 'Does this shopping list have to be so long?' It's hard to make up our family's shopping list. It surely must be very hard to make the shopping list for a big country. I feel sorry for the President."

"Daddy," asked Betty, "why do those rule makers tell the President how much he can spend? Is it their money he spends?"

"Heavens, no!" said Betty's father. "It's my money and the money of all the other families in this country. We all have to pay taxes on our incomes. The people who earn a big income have to pay a lot of taxes, and people who earn smaller incomes pay lower taxes. People who have very little income may not pay taxes at all."

Mother said, "Those rule makers are like your father, Betty, when he says, 'Be careful, Mother. Aren't you buying Betty more dresses than she needs?' Or, 'Why do you have to have a new stove this year? Won't the old one last until next year?'"

"Now, Mother," said Betty's father, "if the rule makers did not watch what the President wants to buy, the shopping list might be so long that there wouldn't be enough taxes to pay for all the things. Then the country would have to borrow money. I'm glad our rule makers talk and argue about how big the country's shopping list should be. This is just plain good sense."

"Hmm! I'll remind you of this, Father," said Betty's mother, "the next time you complain about eating leftovers and you say, 'Why don't we have roast beef or steak once in a while?' Then I'll tell you, 'Eating roast beef and steak may be good, but eating leftovers is just plain good sense.'"

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Films

Our Community. 12 min., b & w \$60, color \$120, Encyclopaedia Britannica. A ten-year-old boy looks about his city. He sees policemen and firemen, health safeguards, parks, and playgrounds. Many of these services families buy together.

What Our Town Does for Us. 1 reel, 11 min., b & w \$60, color \$120, Coronet. When Billy goes to town to buy a bicycle tag, he sees the services provided by the government, how the government is organized and how taxes pay for the services city people enjoy.

Lesson 19

What We Do with the Income We Don't Spend

Purpose of the Lesson

To show that many families do not spend all their income.

To help children understand that income not spent is saved.

To help children understand that families save for old age, for emergencies, for special things, for their children's education, or to go into business.

To help children understand that there are several ways to save money: it can be kept at home; it can be loaned to other people; or it can be kept in the bank.

To help children understand that to save, we have to learn how to choose between things that we think are important today and things that may be very important to us tomorrow.

To show that some families spend almost all their income and that they have little or no money left over to save.

Reinforcing the Recorded Lesson

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

Why do our parents save?

Who can remember the story of why the honeybees saved?

Are people's reasons for saving the same as the honeybees' reasons? Do people have more reasons for saving than the honeybee? (Yes, people may save for such things as an education or to go into business. People have many more reasons for saving.)

Activities

To illustrate the variety of things for which people can save, the class can make drawings showing reasons for saving. The drawings might be entitled "For Special Things," "For College," "For When We Get

Old," and "For Going into Business." The drawings might then be assembled into a display entitled "Why We Save Money." The children might also draw pictures of what their own savings will be used for.

2. The teacher can read the fable "The Grasshopper and the Ants" to the class. The class can draw picture stories of it. They may then want to act out the story, or use puppets to dramatize it. Afterward the class should discuss what the ants did during the summer so that they would have food for the winter. The discussion should bring out that the ants not only worked, but also saved a certain amount of food instead of eating all of it during the summer.
3. To help the children discover the purpose of saving, the teacher can read the story "Let's Save Money" to the class. (The teacher may want to show the children real coins as she reads the story.) Afterward the class should discuss the many different reasons for saving money.
4. The children can tell, or write, or illustrate in drawings why it is better to put savings in the bank than to hide them elsewhere. This activity should be concerned only with the physical aspect of savings, not with the earning aspect. Therefore, omit the element of interest on savings, which will be covered in the next lesson. The class should discuss that if savings are kept at home, they may be stolen, mislaid, or accidentally destroyed. Also it is too easy to spend savings if they are kept at home.
5. To help the children understand the process of saving in the bank, the class can play a game. A mock bank can be set up in which one child plays the role of the banker. A sign over his desk should read "Banker." Another child should play the role of the saver. The saver deposits money in the bank. The banker gives the saver a bankbook in which the banker writes the amount of the deposit. (The book's cover should have the legend "Savings Book, Main Street Bank" and the child's name.) Several children can deposit savings in the Main Street Bank. In the next few days one or two children can draw

out a little of their savings, as other children deposit more savings in the bank. The purpose of the activity is to show that the in-and-out movement of savings still leaves savings in the bank. (The children will learn in the next lesson's activities what the bank does with these savings.)

6. As a help in discovering how income and tastes affect savings, the children can develop interest centers similar to the ones they organized during the week they studied "How We Get Our Money's Worth." Now a new center, the bank, can be added to the others. Again the children should use toy money and pretend that they are shopping on Main Street. Again they should represent different-sized families with different incomes. This time, however, each child should try to save some money and put it in the bank. After playing the game, the class can discuss how hard it was for some of the families to save, because of low income, large family, or the urge to spend.
7. To help the children discover how worthwhile it is to save for a special purpose, the teacher can have the class read the story "Peter the Eater" on page 229 of the text. Afterward the class should discuss what Peter gave up in order to buy his dog, and whether his saving was worthwhile.
8. To help the children discover how hard it often is to give up the many things that they could buy today in order to buy a more worthwhile thing later, the teacher can have them read the story "Danny's Bicycle" on page 232 in the text. After reading the story, children who have savings may tell the class what they are saving for and what they have to give up in order to save. All the children might also draw pictures of items for which they would like to save and of what they would have to give up to do so.
9. The following activities can be completed in the Activity Book.
 - a) 19A: "How Does Bill Take His Savings to the Bank?" The children should note that each time they reach a dead end in the maze and are blocked from getting to the bank, it is because they have been distracted by toys, candy, or the like. After completing the activity, the class can discuss how saving means giving up something that we could buy right now with the money.
 - b) 19B: "What Did These People Save For?" The children should be able to relate the people pictured with the items for which they have saved. The object of the activity is to impress upon the children that there are many things in everyday life that must be

saved for. After completing the activity, the class can discuss the fact that there are many things worth saving for.

- c) 19C: "Which Is the Best Place to Keep Your Savings?" The children should realize that the best place to put money is in the bank. After completing the activity, the class can discuss the merits of the various other places pictured and why the bank is the best. The class should point out that the bank provides safety and interest to the saver and enables his savings to work for others.

Stories, Poems, Songs

The Grasshopper and the Ants

by Aesop

On a bright sunny winter's day some Ants laid out their store of food to dry. A Grasshopper came along and looked hungrily at the Ants' food. The Ants paid no attention to him.

"Ahem," said the Grasshopper. "Would you please give me a little to eat? I'm starving."

"Didn't you store away any food for the winter?" asked the Ants.

"No," said the Grasshopper. "You see, I was very busy dancing and singing and hopping all summer long."

"If that is the case," said the Ants, "then live this winter too on your dancing and singing and hopping. We are living on what we did in the summer. If you do nothing but play, then you must do nothing but pay (or suffer) for it."

Let's Save Money

by Loyta Higgins

Reprinted from the Little Golden Activity Book *Let's Save Money*, by Loyta Higgins. Copyright © 1958 by Golden Press, Inc.

"Mother," said Daddy one fine day, "Joy and Bill are growing up. They are old enough to learn about money. They are old enough to have allowances."

"I think so too," said Mother.

"What is an allowance, Dad?" asked Bill.

"An allowance is money you get each week. We will start with twenty-cents a week for each of you," said Dad. He reached in his pocket for some change.

"Here's your first allowance," he said.

Dad gave Bill a quarter. He gave Joy three nickels and a dime.

"Hey!" cried Bill. "Joy gets more than I do!"

"No," said Daddy. "You each have twenty-five cents. Let's see how it works."

"Twenty-five pennies are twenty-five cents," said Mother. She counted out twenty-five pennies from her kitchen penny bowl.

"A nickel is equal to five pennies," said Dad. He put a nickel beside a row of five pennies.

"A dime equals ten pennies," said Mother. She put a dime beside two rows of pennies.

"Then two nickels equal a dime," said Joy. She put down two of her nickels and a dime.

"Five nickels equal twenty-five cents," said Bill.

"Yes," said Dad. "Good for you, Bill!"

"Or three nickels and a dime equal twenty-five cents," said Joy.

"Or one quarter-dollar," said Dad. "A quarter is worth twenty-five cents all by itself."

"That's what I have," said Bill. "My, there are a lot of ways to put money together!"

"And a lot of ways to spend it!" sang Joy. "May we spend it for toys or anything we want?"

"Well," said Daddy, "money is not just to spend for fun. It is important to save some, too. Then when Christmas comes, you will have money to buy presents. When you want something special, you will have money for it. And you will want to save some for when you grow up. Being grown up takes a lot of money."

"How do we save money?" asked Joy.

"I'll show you," said Dad.

Next day Dad brought them each a present. He brought them each a small bank with a slot on top.

Joy dropped in her three nickels.

"I'll keep the dime to spend," she said.

Bill looked at his quarter.

"Must I save it all?" he asked.

"No," said Dad. "You can change it."

He held out a handful of coins. Bill picked two dimes and a nickel. He dropped the two dimes into his bank.

"I want to save fast," he said, "to get a cowboy gun. It costs a dollar."

Bill did save fast. Every week he dropped part of his allowance into his bank. So did Joy. Soon the banks made a lovely heavy clanking noise when they lifted them. They wondered how much was inside.

One day Mother emptied her kitchen penny bowl. Bill and Joy helped her pile the pennies in five neat stacks. Then Mother wrapped the stacks in brown paper.

"There," she said. "Each stack has fifty pennies. That is as much as two quarters. It is half a dollar. Two stacks make a dollar. How many dollars have I got?"

"Two dollars," guessed Joy.

"Two dollars and a half," said Bill.

Which do you think was right?

"Two dollars and a half is right," said Mother. "I will take these pennies downtown to the bank. The bank will keep them safe for me."

"How much money do I have?" asked Bill, shaking his bank.

"Come along," said Mother. "We will all put our money in the bank. They will tell you how much you have saved. They will keep it safe for you."

Bill and Joy took their small banks. They rode down to the big bank with Mother.

They went to a window marked "Savings."

"Hello," said the man behind the window, with a smile.

"We want to open two new savings accounts," said Mother. "One for Joy. One for Bill."

"Fine," said the man—a teller, he is called. He brought out two small books. He wrote Joy's name on one. He wrote Bill's name on the other.

He opened their small banks and counted their money.

"Whew!" he said. "Two dollars and ten cents for Bill. One dollar and seventy cents for Joy."

He marked down those amounts in their books.

"Keep on saving, Bill and Joy," the teller told them, as he handed out their books through the little window.

Bill looked a little bit worried as he took his book.

"Can I ever get my money back if I want to buy that cowboy gun?" he asked.

"Just bring your pass book in with you," the teller told him, "and your money will be here waiting for you if ever you want to use some. But as long as you leave it in the bank, we will pay you extra pennies every few months for every dollar you save."

"Wow!" said Bill. "Saving is fun!"

And ever since then Bill and Joy have kept on saving. So they always have money for things they really want. Don't you want to try to save too?

Bibliography

Books

CORCOS, LUCILLE. *Joel Spends His Money*. New York: Abelard-Schuman, 1954. Joel lives in the country and enjoys weekly shopping trips, but he wants too many things. He must decide. When he gets his allowance, he has to learn to save for the bigger things he wants. Some of the things he buys fall apart soon after he buys them.

ELKIN, BENJAMIN. *The True Book of Money*. Chicago: Childrens Press, 1960. A second-grade reading text about money and saving.

JACKSON, KATHRYN. "Saving for Something Big," in *Work Around the World*, pp. 37-38. Morristown, N.J.: Silver Burdett, 1957.

REES, ELINOR. *The Bank*. Chicago: Childrens Press, 1959. Jack learns about the bank's functions when he goes to use the bank. About third grade reading level, but children may use it with the teacher's help.

Films

Bone for Spotty. 11 min., sound, b & w, American Bankers Association. The film opens with a dog burying his bone to save for later use. Spotty little Barbara buries the dollar her aunt gave her, but is interrupted by Father who tells her that if she puts her dollar in the bank, the bank will use it and pay her for the privilege.

Filmstrips

It Pays to Save. 16 frames in the series "Growing Up," with captions b & w, \$5, Popular Science Publishing Co., Audio-Visual Division.

Lesson 20

What Does the Bank Do with Our Savings?

Purpose of the Lesson

To show that banks lend the savings that people have deposited.

To show that those who borrow from the bank must pay the money back with interest for the use of the money.

To show that the bank pays some of this interest to the savers who have allowed the bank to lend their savings to others.

Reinforcing the Recorded Lesson

To reinforce the main ideas of the recorded lesson, the teacher can use the following questions for discussion.

Why did Scotty visit the bank? Whom did he meet?

What does the bank do with the savings people put there? (The bank lends these savings to other people.)

What does "borrow" mean? What does "lend" mean? What does "a loan" mean?

Before the bank lends money to a person, what does the bank have to know about him? (Is he honest? Is his reason for borrowing the money a good one? Will he be able to repay the borrowed money and the interest?)

What did Mr. Banker find out about the barber? (Whether he was honest and whether he would be able to pay back the loan.)

Is it a good thing that the bank uses our money the way it does?

What does the barber pay the bank for his use of the money? (Interest.)

What does the bank pay us when we put our savings in the bank?

Did the bank earn the interest? Did we earn the interest? (The bank earned it by letting people use the money they needed, and by taking a risk. We earned it by letting the bank use our money.)

Activities

1. To show that banks lend the money that savers put there, that the borrowers pay interest to the bank and the bank pays interest to the savers, the teacher can read the playlet "A Trip to City Bank" to the class. The playlet dramatizes the importance of savings and the importance of banks. The teacher should emphasize that banks collect the savings of thousands of people into a pool, which the banks then make available to individuals and businesses when they purchase automobiles, build factories or houses, or buy machinery. To offset the emphasis of Lesson 19, the teacher should underplay the safekeeping role of the banks. The playlet also brings out that an individual's savings, besides working for him, can help his community and his country. After the playlet has been read, the children may want to act it out themselves. Afterward the class can discuss how the bank is able to pay Jimmy interest on his money.
2. The class can visit a bank. Under the guidance of a bank official, they should see how people put their savings in the bank, how they withdraw their savings, and how they ask for loans.
3. To help the children understand the way a bank goes about lending the money that savers have deposited, the teacher can continue the banking game begun as an activity for Lesson 19. Once more the teacher can ask a child to play the part of Mr. Banker. The teacher can ask another child to play the part of a barber who wants to open a barbershop. The barber should go to the bank and ask Mr. Banker for a loan. With the help of the teacher, Mr. Banker asks relevant questions. Mr. Banker grants the loan and explains his decision. Mr. Banker should remind the barber of the interest he must pay when he repays the loan. While Mr. Banker is interviewing the barber, the teacher can dispatch a group of children to withdraw savings and another group to deposit savings. The purpose of this is to demonstrate that withdrawals do not usually affect the lending capacity of the bank because under ordinary circumstances they are offset by new deposits.

4. The banking game in Activity 3 can be extended. The mayor of the town can come in to ask for a loan to build a new school. A man can come in asking for a loan to open an ice-cream stand. In the latter case, the bank can refuse the loan because Mr. Banker finds out that the man who wants the loan has a full-time job and would hire a helper (who might not be reliable because he lacks a personal interest in the stand) to run the stand. Also, the man plans to open his stand next to a swimming pool in an area where there are few houses. Mr. Banker fears that when the pool closes at the end of summer, the ice-cream stand will not have enough customers and the owner will not be able to repay the loan. During this continuation there should again be deposits and withdrawals. After each episode in the banking game the class can discuss the banking operations involved (deposit of savings, questioning of borrower's honesty and ability to repay loan, granting or refusal of loan, repayment of loan with interest, payment of interest to depositors). The class can also review the point brought out in Lesson 19, that new deposits generally offset any withdrawals that may be made.

5. As a help in understanding what a bank does, the class can invite a banker to come and explain how a bank works. The teacher should ask the banker to explain both how the bank helps individuals, stores, and factories and how it helps the government (local, state, and national). He might also explain how the loans that the bank makes to government help the whole country: the government uses the money for roads and schools that people use. In buying these goods and services, the government also provides income for many people. The class may want to ask him how one can become a banker. After the talk the children can make a display entitled "How Your Savings Work for Other People and Your Country." They might make drawings or cutouts or collect photographs of the following items that the bank's loans help to produce or help people to buy: homes, apartment buildings, trucks, automobiles, machines, factories, schools, the armed forces, filling stations, hotels, drug-stores, and so on. A string could be attached to each item and run to a picture of a bank to make the connection easier to see.

6. The class can make drawings or acquire photographs of local banks and make a display entitled "Banks in Our City."

7. To help the children discover the ways in which a bank helps the community, the teacher can read the story "How the Bank Helped Littletown" to the class. After the children have heard the story, they can discuss what would happen if there were no bank in the

town. Would Mr. Hadden have been able to build his factory? Would all the workers who helped him build it have had jobs? Would the men who worked in his factory have had jobs? How much poorer would the town have been without the wages that came from Mr. Hadden's factory?

8. As a help in understanding the problems facing the banker, the class can act out the following situations:

a) Let us pretend that a high school boy would like to do garden work to earn some money. He would like to have a power mower. He goes to the banker. The banker finds out that he is not a good student and that two families have promised to hire him at five dollars a week. If you were the banker, would you give him a loan of one hundred dollars to buy a power mower, a rake, and a shovel?

b) Let us pretend that Mrs. Green used to sew for a fine dress shop and some of the customers liked her. Now she would like to open her own little shop. She has saved enough to pay rent and buy furniture for the shop, but she still needs enough for a good sewing machine. She needs to borrow one hundred dollars. If you were the banker, would you let her have the loan?

In both the above situations there are many things for the class to consider. Although Mrs. Green is obviously a better risk than the high school boy, both cases show how much the banker must think about before he makes up his mind about granting a loan.

9. To illustrate the importance of banks, the children can tell stories of what would happen if their community did not have a bank to collect savings. If there were no bank, people would not be as likely to save. If the community had no pool of savings, people would find it harder to go into business; they could not borrow for homes, parks, schools, and the like. When people get loans for homes, parks, and schools, many others gain jobs and earn incomes. This helps the community to grow. Without banks such growth is much harder if not impossible.

10. To reinforce the idea that the bank does not actually keep the money that savers put there, but lends it out to other people to put to use, the class can read the story "Tony and the Banker" on page 237 of the text. After the story has been read, the class can discuss what the bank has done with the money that the saver put there, and what the difference is between putting savings in a piggy bank and putting them in a real bank.

1. To help the children learn something of the origins of banking, the teacher can read the story "The Happy Goldsmith" to the class. This story is based on the actual situation in seventeenth century England. The modern banking idea of keeping on hand only enough cash to meet day-to-day withdrawals and lending out the rest was developed by the goldsmith's bank. (In banking texts this is called the goldsmith's principle.) After the teacher is certain that the class understands the story, the class can discuss similarities and differences between the goldsmith's bank and banks today.
2. The following activities can be completed in the Activity Book.
 - a) 20A: "What Happens at the Bank?" The children should be able to place the actions pictured in the proper sequence. After completing the activity, the class can discuss how the fact that the bank does not keep the money, but lends it out instead, means that the bank is able to pay the savers interest on the money they deposit. The class can also discuss how important the bank is as a place that collects savings from many people so that all together they can help people, such as businessmen, who want to borrow a great deal of money for a good purpose.
 - b) 20B: "What Must the Bank Learn?" The children should be able to pick out those things that the bank must know about a person before it lends him money. After completing the activity, the class can discuss why the bank needs to know these things, and how careful it must be with the money it lends out because this money belongs to the savers who put it in the bank.

Stories, Poems, Songs

A Trip to City Bank

*A Playlet
by Jeanne Stoner*

Cast

Narrator	Bank Teller (Mr. or Miss)
Jimmy Brown	Mr. Banker
Bank Policeman	

NARRATOR:	Jimmy Brown has had a paper route all summer long. He decides to put the money he earned in a savings account in the big City Bank. Jimmy is in the bank now. He is not sure where to go, but the bank policeman comes over to him and says:
POLICEMAN:	Good afternoon, and what might your name be?
JIMMY:	I . . . I . . . My name is Jimmy Brown.
POLICEMAN:	Well, Jimmy, what can we do for you at City Bank today? Are you looking for someone?
JIMMY:	I have some savings from my job this summer. I would like to open a savings account.
POLICEMAN:	Come right this way. Mr. Teller will help you. <i>(He leads Jimmy over to the bank teller's cage.)</i>
MR. TELLER:	May I help you?
JIMMY:	I would like to open a savings account.
MR. TELLER:	Fine! How much do you want to put in the bank?
JIMMY:	Ten dollars, sir. Here it is. <i>(Jimmy hands the money to Mr. Teller.)</i>
MR. TELLER:	Here you are, Mr. Brown. This is your bank book. It tells you how much money you have in our bank. Each time you put money in the bank or take some out, we mark it in your book so that you will always know how much savings you have.
JIMMY:	Thank you, Mr. Teller.
NARRATOR:	The bank policeman comes over to Jimmy again. There is another man with him.
POLICEMAN:	Jimmy, here is a man who would like to meet you. He is the president of the bank. His name is Mr. Banker. Mr. Banker, this is Jimmy Brown.
JIMMY:	How do you do, sir.
MR. BANKER:	Very well, thank you, Jimmy. I wanted to welcome you to our bank. We are happy you have given us your savings to use.

The Happy Goldsmith

by Ned Lawrence

JIMMY: To use? Do you mean you are going to *use* my money?

MR. BANKER: Why, certainly, Jimmy. What did you think we would do with your money?

JIMMY: I . . . I . . . thought a bank was a place that kept money safe.

MR. BANKER: Well, Jimmy, I see you might like to know a little more about banks. Then you will know your money is safe even though we put it to use. Do you see that sign over on the other side of the bank?

JIMMY: Yes, it says "Loans."

MR. BANKER: That is what we do with your money, Jimmy. We loan it to people who want to do something worthwhile. They need more savings than they have themselves. We let them use other people's savings for a while. Then they put it back, plus a little bit more. We call the little bit more "interest." We pay part of the interest that loans bring to the bank to you for letting us use your savings. So you see, when you put money in the bank, it goes out and earns more money for you. If we just kept it safe in our big vault, it couldn't earn any more money.

JIMMY: I don't see how my ten dollars will help anyone much.

MR. BANKER: You are right, Jimmy. Just ten dollars wouldn't help much. But many, many people save a little bit of money here at City Bank, and when all the savings are added together in one amount, we have enough money to help build churches and schools, to help people start their own businesses and build their own homes. So you see, your ten dollars is very important to us. That is why I wanted to meet you and thank you. Do you think you will mind having us use it, now that you know why?

JIMMY: Gosh no, Mr. Banker! I just never knew what banks did with people's savings before. I never thought my savings could be so important for so many people. I'm sure glad I found out. Goodbye, Mr. Banker.

Long, long ago in a country called England, there lived a man named George Bryan. George lived in London, which was the biggest and most important city in England.

George was a happy man. He had a pretty wife and two very nice children, and he owned his own shop.

George Bryan's shop was one of the most famous places in London. George was a goldsmith—that is, a man who made things out of gold. He was a very good goldsmith, and people came from all over England and even from other countries, to have him make their jewelry.

Princes, princesses, dukes and duchesses, earls and countesses, brought him gold to make into jewelry. But one morning, George had a customer he would never forget. He had just opened his shop when he heard a great clatter in the street outside. As he looked up, the door to his shop was pushed open, and in came six men in brilliant uniforms. They were the guards of the king and, sure enough, in walked the king himself, together with some men who looked as though they might be dukes. George bowed very low and said, "Your Majesty, how may I be of service to you?"

The king, whose name was Charles, held out a shining piece of bright gold. He said, "We should like to have the gold made into a pin. It will be a gift for the queen. We have been told that you are an excellent goldsmith. Do your best!"

After the king and his men had left, George Bryan went right to work. When he had finished, the piece of gold had become a beautiful golden pin. He had it delivered at once to the king.

A few days later William Pinner, the silk-clothes maker, came into the shop. He was one of George Bryan's best customers. Mr. Pinner said, "Mr. Bryan, your fortune is made. Yesterday was the queen's birthday and the king gave her a beautiful gold pin. Everyone asked where it came from. The king's guard told us that you had made the pin. Now everyone will want George Bryan to be his goldsmith."

And that is exactly what happened. George Bryan had so many customers and people brought him so much gold to work on that he had to get a new shop.

He knew that people might try to steal some of the gold, so he had his new shop very well guarded. He paid strong men with big guns to stand by the door of the shop night and day. Inside the shop he had big heavy chests with strong locks. The gold was kept in these chests and only George Bryan had the keys. At night he carefully locked the thick doors of his shop. No one could think of stealing anything from such a well-guarded shop.

Soon George Bryan the Goldsmith was as famous for how well he guarded his gold as for what a good goldsmith he was. When someone was about to leave on a dangerous trip, his friends would say to him, "May you be as safe as George Bryan's gold!"

When his customers saw how safe the goldsmith kept things, one of them said, "Mr. Bryan, I am taking my family on a long vacation trip. I am worried about what to do with my gold while we are away. I am afraid to leave it in my empty house. Will you keep it for me? Your shop is the safest place I know of."

The goldsmith agreed to do this, and the customer brought a big bag of gold to the shop to be kept safe. When the customer came back from his vacation, he told the goldsmith, "Your shop is such a safe place that I would like to keep my gold here all the time. It is much safer than my home."

The goldsmith was glad to do this, and soon many of the customer's friends also asked the goldsmith to keep their gold in his strong iron chests. They paid the goldsmith a little money for keeping the gold safe for them.

A few weeks later, Mr. Prenner, the silk-clothing maker, came to see Mr. Bryan. Mr. Prenner said, "I have a problem, and I think you can help. My ship has just come to London with a full load of beautiful silk. The shipowner will sell the silk for a hundred pieces of gold, but only if he is paid at once. If you will lend me the gold, I shall pay it back to you in four weeks. I shall also pay you an extra ten gold pieces for lending me the gold. If I cannot repay you, you can keep the silk."

The goldsmith said, "That sounds like an easy way for me to get ten gold pieces. But I do not have a hundred gold pieces to lend you."

"Oh," said Mr. Prenner, "that is easy. You have chests full of gold that you are keeping safe for people. If you let me have a hundred gold pieces from one of the chests, I will pay it back quickly."

The goldsmith was worried. He said, "What if someone who has left gold with me asks for it back before you repay me?"

Mr. Prenner said, "You have many men's gold. They will not all come here on the same day and ask for their gold. You can keep one chest of gold to use when anyone asks for his gold back. Why not lend out the gold in the other chests? That way the gold can work for people instead of sitting in a chest all the time."

The goldsmith thought that it sounded like a good idea. So he loaned the hundred gold pieces to Mr. Prenner. But he was not sure of what his customers would think if they learned that he was lending their gold to other people. So he kept it a secret.

Mr. Prenner paid back the loan and the extra ten gold pieces. He told some of his friends about it. They told their friends. Soon many,

many people were borrowing from George Bryan.

The people whose gold the goldsmith had in his chests said that they thought it was a good idea. But they had a question: "What about the extra money the people who borrow pay you?"

The goldsmith said, "I shall share that extra money with you. In that way, the gold you leave with me will work to earn you extra income. It will also work for the man who borrows it. Of course, I shall always be careful to keep enough gold in the shop so that you can have back what you left me whenever you ask for it."

So everyone was happy. The people who left their gold with the goldsmith knew that it was safe, and they got extra money for letting other people borrow it. The people who borrowed the gold, like Mr. Prenner, used it to help them in business. The goldsmith made money by keeping the gold safe and collecting from the people who borrowed from him. And George Bryan was one of the happiest of goldsmiths.

Today our banks still use the idea that was first tried by George Bryan, a goldsmith of long, long ago.

How the Bank Helped Littletown

by Ned Lawrence

Littletown was a nice town. It was pretty. It was clean. The people who lived there were all nice people. But Littletown had a problem. Littletown was too little.

The men and women in Littletown were good workers. There were people there who were very good carpenters. People there were very good electricians. People there were very good at driving trucks, using typewriters, building buildings, using big machines. There were also many people there who didn't have a special job yet, but wanted to learn a special job.

But there were only a few jobs in Littletown. The town was not big enough to have jobs for all the people who wanted them, and many people had to leave Littletown. They went to big cities where there were more jobs. But these people were sad. They liked Littletown. They wished they could work in Littletown.

Everybody in Littletown was sorry that Littletown did not have more jobs for its people. One person who was especially sorry was Mr. Winslow, the man who ran the Littletown Bank. He knew that his bank could help Littletown. The bank could use the savings of the people of Littletown to help the town grow. But how?

Then, one day, the chance to help came. Into the banker's office walked Frank Hadden. Mr. Winslow knew Frank. He knew that Frank was a very smart man. For the last few months Frank had been doing a lot of

work in his garage. No one knew what Frank was working on, because he always kept the garage locked.

"Good morning, Mr. Winslow," said Frank.

"Good morning, Frank," said Mr. Winslow. "What can I do for you?"

"Well," Frank said, "I have an idea. I think it is a very good idea, but I will need the help of your bank. I want to go into business."

"What kind of business?" Mr. Winslow asked. He could not imagine what kind of business Frank could mean. He thought that it must have something to do with his secret work.

Frank Hadden said, "You probably know that I have been doing some secret work for quite a while. Now my work is finished. I am ready to do something with it."

Mr. Winslow was now very interested. He wondered what Frank Hadden had made. A new car? an airplane? a new kind of television set?

Mr. Hadden said, "I want to show you what is in my garage. Then you can see if you will help me go into business. Can you come to my house?"

Mr. Winslow said, "Yes. Let's go right now. I am very interested."

So they went to Mr. Hadden's house. Frank unlocked the garage and the two men stepped in. Frank turned on the light.

Mr. Winslow was amazed. "Just look at that!" he said. The garage was filled with toys! Frank had been secretly making toys!

But they were not ordinary toys. They were the prettiest toys that Mr. Winslow had ever seen. They were all new and shiny, and they looked perfect. The toy fire truck looked exactly like a real fire truck. The toy cars looked exactly like real cars. The dollhouse looked exactly like a real house. All the toy wheels rolled, and all the toy doors and windows could be opened.

Frank Hadden said, "I have found new ways of making the parts for these toys. As you see, they are very good toys. But it takes me months to make them. If I had a factory that used my new ways, I could make many, many toys quickly. I am sure that people will want to buy them."

Mr. Winslow said, "I think you are right. I have never seen such good toys. Everyone will want some. You said you wanted the bank to help you. Do you want a loan?"

"Yes," said Mr. Hadden. "I have saved some of the money I need. If the bank lends me the rest, I can build my factory."

"All right," Mr. Winslow said. "Let's go back to the bank. I think we can figure everything out there."

So Mr. Hadden and Mr. Winslow went back to the Littletown Bank. They figured out how much money Mr. Hadden would have to borrow for his toy factory. Mr. Winslow knew that Frank Hadden was an honest man. Mr. Winslow also thought that Mr. Hadden would be able to sell many toys, so the loan could be paid back with the interest. Mr. Winslow

loaned the money.

As soon as Mr. Hadden had his loan, he went to work. He bought some land near the railroad and hired some men to clear the land for the builders. Then he hired carpenters, bricklayers, plumbers, electricians, and many other specialists. They all worked to build the new factory.

All the men in Littletown who knew how to work on buildings got jobs building the new factory. Some men who had left Littletown came back to work there too. All of these people got paid every week. They spent part of their pay in Littletown's stores. The people who owned the stores were making more money than before. They were happy to see this.

Soon the factory was finished. Mr. Hadden hired many men and women to work in the factory. They began to produce the new kind of toys that Mr. Hadden had made.

Then Mr. Hadden hired other people to go to stores in near and faraway places. These people showed the new toys to the store owners. When the store owners saw how good the toys were, they knew that many people would buy them. So the stores bought many toys from the people who worked for Mr. Hadden.

The new toys were put in the store windows. It was just as Mr. Winslow thought. As soon as they saw the new toys, people began buying them.

Now many of the people of Littletown were working at the toy factory. They bought many goods at the stores. They saved some of their pay. These savings were put in the Littletown Bank. The people who owned the stores were also making more money, because people bought more. The store owners were able to save some of this money. They put what they saved in the Littletown Bank.

Mr. Winslow, the banker, was happy. Many people were using his bank. Many people were coming back to Littletown. Some of them worked in the toy factory. Some of them worked selling food, clothing, and other things to the workers. Some of them worked building houses for the workers. Littletown was growing bigger.

One day Mr. Hadden came to Mr. Winslow's office again. Mr. Winslow said, "Hello, Frank, it is good to see you. I know that you have paid us back your loan and the interest. Are you still selling many toys?"

Mr. Hadden said, "Yes, we are selling more toys than I ever hoped. That is my new problem. We cannot make toys as quickly as people want to buy them. The factory is not big enough anymore. We have to add another factory. I need another loan."

The banker said, "That is fine. You paid back the other loan right on time. We shall be glad to do it again."

Mr. Hadden said, "This time it is different. I need a much bigger factory. I have saved a lot of the money I got for selling the toys. Bu

still need twice as much as I borrowed from you at first. Can you loan me as much money as that?"

Mr. Winslow said, "That is all right. Because of your factory, there are now many people working in Littletown. Many of them work in your factory. Many of them work in the other new jobs in our town. All of them have put their savings in the Littletown Bank. The people who own stores in Littletown have also made more money than before. They have also put many savings in the bank. We can now lend you more money. The interest you pay for the loan will help us pay more to the savers who let us use their money."

Mr. Hadden was glad to hear this. He said, "Good. As soon as I get the loan, I shall build the new factory. Then Littletown will really grow. This is a good thing we have a bank that can use people's savings to help other people."

And that is exactly what happened. Mr. Hadden built his new factory, hired more workers, sold more toys, and brought even more money to

Littletown. Because the bank was able to help start a new business, and make the business bigger, Littletown is not little anymore.

Bibliography

Books

REES, ELINOR. *The Bank*. Chicago: Childrens Press, 1959. Reading level is third grade, but the teacher can read the book to the children. Jack learns about the bank's functions when he goes to use the bank.

Films

Bone for Spotty. 11 min., sound, b & w, American Bankers Association. The film begins with a dog burying his bone for later use. Barbara buries a dollar her aunt gave her. But her father intervenes, explaining how the bank could use her money and give her interest.

Lesson 21

What We Need to Go into the Baking Business

Purpose of the Lesson

1. To help children discover that materials, labor, workplace, and tools are needed to produce goods.
2. To help children understand that it is important to choose a site that is favorable for producing and selling goods.
3. To show that the businessman is needed to combine the materials, labor, and tools to produce goods.
4. To help children discover that if a businessman does not have enough savings of his own, he can borrow other people's savings in order to go into business.
5. To show that the bank is an important source of the money that the businessman needs to go into business. If the businessman is honest and if his plan is a good one, the bank lends him the savings that have been put there by others.
6. To help children discover that the businessman needs customers to buy his products.
7. To help children understand that the businessman has to sell his goods as cheaply as other businessmen, or produce better goods for which the customer is willing to pay a higher price.
8. To show that the businessman receives a reward in addition to that which he receives for his labor. This added reward is for his worry (risk taking) and is called profit.
9. To help children discover that the city, state, and U.S. governments make rules to protect the businessman, the people who work for him, and the people who buy from him.

Reinforcing the Recorded Lesson

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. Why did Mr. Baker want to go into the baking business? (He had experience as a baker, and this is the way he wanted to earn his living.)
2. What did Mr. Baker need before he could go into the baking business? (Materials, workers, a place to work, tools.)
3. What were some of the materials he needed?
4. What kinds of workers did he need?
5. Did Mr. Baker own his workplace or did he rent it?
6. Why did Mr. Baker deserve wages? (Because he worked in the bakery too.)
7. Why did Mr. Baker deserve the extra reward that we call profit? (Because he had all the worry. He was taking a chance.)
8. Did he have enough savings of his own to go into business? (No.)
9. Whose savings did he use? (Those of the people who put the savings in the bank.)
10. Why was Mr. Baker sure that he would sell his bread and cake? (His bread and cakes tasted very good, and he baked many kinds of bread.)
11. Was his shop in a good location? (Yes, because it was where many customers passed by.)
12. Did Mr. Baker's friends think he was an honest man?
13. Why did Mr. Banker decide to give Mr. Baker the loan? (Because he thought Mr. Baker was an honest man and a good businessman who would be able to pay back the loan and the interest.)

Activities

1. As a help in discovering that materials, labor, a workplace, and tools are needed to produce goods, the children can prepare a cutout

mural entitled "What Mr. Baker Needs to Start His Bakery." Before they begin the project, the teacher should list on the blackboard what they will need to produce the mural: paper, crayons (or paint and brushes), scissors, workplace, and helpers. From this list the teacher should identify the paper, paint, and crayons as materials, the brushes and scissors as tools, the classroom as the workplace, and the children's work as labor. Thus the children will see that even to produce a mural, they need the same elements that the baker needs for his bakery. In carrying out the project, the teacher should review with the class the concepts learned earlier: division of labor, specialization, and interdependence. While the project is being carried out or after its completion, the class might discuss how the work done in the classroom is similar to that done by adult producers outside the home, and that the teacher is like the businessman who brings together the things that are needed.

As a help in discovering the importance of materials and labor, the class can prepare a table display entitled "What Is Needed to Produce Bread." On the table the class should place samples of the necessary materials: flour, yeast, and milk. On the wall above the table a series of cutouts should show the following workers: a mixer, a molder, an oven operator, a slicer, and a wrapper. After the display has been prepared, the class should discuss whether the materials and labor alone would be enough to produce bread, and how tools, a workplace, and the businessman are also needed.

As an illustration of the need for materials, tools, labor, and a workplace, the class can read the story "A Visit to the Bakery" on page 241 of the text. After reading the story, the class should discuss why these things are needed and the businessman's role in the bakery.

To help the children understand the importance of choosing a site that is favorable for producing and selling goods, the teacher can ask the class the following questions: Let us pretend that you want to open a bakery—would you open it where there are many people or where there are few people? Would you open it where there are already many bakeries or where there are not so many bakeries? Would you open it where you can easily get plenty of flour and milk or where it is difficult to get flour and milk?

As a help in visualizing the location of Mr. Baker's bakery and as an introduction to the principles of map reading, the class can study page 245 of the text. The children should first locate the bakery and

then relate it to its surroundings. The teacher can raise the following questions for discussion. Is the bakery on a busy street? Is this good for business? Are there stores next to the bakery? How far is the bakery from the courthouse? Can one get to the bakery from the rear? Is this good for deliveries? The discussion should help the children to identify the representations in the picture with real buildings and streets, and to realize the importance of a favorable location to a business.

6. To help the children realize the importance of materials and labor in the production of goods, the teacher can reread the poem "Think of That!" to the class. After the first two verses the class might discuss how important the earth is as the source of materials that are needed to produce goods. After the third verse the class might discuss the role of labor in the production of goods. Without the earth and human labor, no goods could be produced. Even wild fruit and vegetables must be picked in order to be useful to man.
7. To see how materials, labor, workplace, and tools are used to produce goods, the class can visit a bakery. After the visit the class should discuss how the labor was divided among the workers, what materials were used, and the role of the businessman.
8. As a help in understanding the role of the bank in the production of goods, the class can continue the banking game begun in Lesson 19. The teacher can ask a child to play the role of Mr. Banker, and another to be Mr. Baker. Mr. Baker goes to the bank to ask for a loan. With the teacher's help, Mr. Baker asks relevant questions. Mr. Banker grants the loan and explains that his decision is based on the fact that Mr. Baker is an honest man and a good baker, and has chosen a good place for his bakery. Mr. Baker has also proved he is careful with money by saving some of the money he needs. He does not have enough, however, for all the equipment he needs. The banker thinks that Mr. Baker will sell enough bread and cakes so that he will be able to pay back the loan with interest.

After Mr. Baker has received the loan, he hurries to a table that represents the store space he wants to rent and pays the first year's rent to the landlord. Then he goes to a storekeeper who represents a bakery supply company and buys flour, yeast, milk, sugar, and shortening. From there he goes to another storekeeper, who represents a bakery machinery company, and buys ovens, pans, and mixing machines. He returns to his shop and puts up a sign reading "Help Wanted." With the help of the teacher, he interviews job seekers and asks appropriate questions. He hires the two helpers he wants.

After the game has been played, the class can discuss Mr. Baker's role as the businessman who brings together all the things needed to produce goods, and Mr. Banker's role in helping him to carry out his plan. The teacher should raise such questions as: Would Mr. Baker have been able to open his bakery if he could have used only his own savings? Whose savings did he use? (His own and those of the people who had put their savings in the bank.) Would the workers, materials, and tools have come together without Mr. Baker's plan? (So that the children do not get the idea that some people are born businessmen and others workers, the teacher should point out that Mr. Baker was a worker until he had saved some money and went to the bank for more in order to open his bakery. When he opened his own business, he became a businessman. The teacher can point out that businessmen are often workers who have saved their money and developed their own plan for a business.)

9. To illustrate the problems that the banker faces in deciding whether to make a loan or not, and to make clear to the children that the banker is very careful with the savings that people have put in the bank, the teacher can read the story "Mr. No-Good" to the class. The teacher might stop reading just before Mr. Banker's final reply and ask the class to finish the story, or the teacher might read the entire story and then have the class discuss why the banker refused the loan to Mr. No-Good.
10. To illustrate what a baker needs to produce bread and how the bank helps him get started, the teacher can read the poem "Mr. Baker, the Businessman" to the class. The class can discuss the meaning of each couplet. Afterward the children can draw pictures representing the various couplets and label their pictures as follows: "Mr. Baker Borrows Money"; "Mr. Baker Needs a Store"; "Mr. Baker Needs Flour and Milk"; "Mr. Baker Needs Ovens and Pans"; "Mr. Baker Needs Helpers"; "Mr. Baker Needs Customers."
11. To help the children discover that the businessman must either sell his products as cheaply as other businessmen or produce better goods for which the customer is willing to pay a higher price, the teacher can raise the following questions for discussion.
 - a) If you had your choice of two loaves of bread that were exactly the same, and one cost 20 cents and the other cost 25 cents, which would you buy? Why?
 - b) If you had your choice of two loaves of bread that both cost 25 cents, and one was very good and the other not so good, which would you buy? Why?

- c) If you had your choice of two loaves of bread, and one was very good and cost 25 cents and the other was not so good but cost only 20 cents, which would you buy? Why?

The discussion of these questions should bring out that in order to sell his product, the businessman must either price it as cheaply as others or produce higher quality; otherwise few people will buy his product. In case c, some of those who think they can afford it will buy the more expensive bread because they feel the higher quality is worth the higher price.

12. As a help in discovering why the businessman receives a reward called profit in addition to the income he receives for his labor, the class can study the discussion pictures "Why Is the Owner Worried?" on page 246 of the text. The discussion of the pictures should bring out that in each case the owner is worried because of the threat of competition or natural calamity. This threat can mean the loss of some or all of the owner's business and with it his savings. It is because of such risks that the owner (businessman) receives and deserves, an additional reward called profit.
13. To bring the idea of the businessman's risk taking and profit closer to their own world, the children can find out from their parents who owns some of the small stores in their neighborhood. When they return to class, the children can discuss whether the owners work in their own stores or not. If they do, the children can discuss why these owners deserve a reward for their work. If they work elsewhere, they receive wages or a salary for their work. Then the class can discuss why the owners deserve an extra reward which we call profit. (The owners have lots of worries and do not know whether they will have customers in the days to come. Even if the owners do not work in their stores, they deserve the profit for the worry and the risk of losing their savings.)
14. To help the children understand that the businessman really does take risks, the teacher can pose the following problem. Mr. Baker produces twenty loaves of bread one day, but most of his regular customers do not feel like eating bread that day and he is able to sell only five loaves of bread. What does he do with the bread that is left over—sell it at a reduced price the next day? give it away? throw it away? Discussion should bring out that no matter what he does with the bread, he will not get as much for it as he had originally planned. Yet he must pay his helpers the same wages, he must pay his rent just the same, and he must still meet all the payments on his machinery. Mr. Baker must take a loss and if this happens

too often, he will not be able to pay his helpers and the rent and other expenses. He will eventually lose his bakery and the savings he used to open it.

To show that the city, state, and U.S. governments make rules to protect the businessman, the people who work for him, and the people who buy from him, the class can invite a local baker to come to the school and tell about the rules that he must follow in his business. (The teacher should tell him beforehand that the class is particularly interested in regulations regarding sanitation, licensing, working conditions, and the protection of property.) After the talk the class can discuss how each of the rules mentioned by the baker protects some or all of us.

As a help in understanding that rules protecting property, which the government makes and enforces, are needed for the proper operation of businesses, the class can discuss how difficult it would be to operate a bakery without them. If anyone could steal bread and cake when he wanted to and there were no police to stop him, how could the baker make a living? If there were no rules about grades of flour and butter and milk, how could the baker be sure he was getting what he paid for? The discussion should bring out that without government rules and enforcement, complete disorder would result and the businessman would lack the protection that makes his work possible.

To reinforce the idea that rules protect the businessman, the worker, and the consumer, the class can prepare a display entitled "Rules for the Baker." The display can be divided into three sections. In the first section should be listed the rules regarding the protection of the baker's property; in the second section, federal, state, and local rules on working conditions and wages; in the third section, the rules on sanitary conditions, true weights and measures, and honest advertising. After the display has been prepared, the class can discuss the meaning of each of the rules listed.

The following activities can be completed in the Activity Book.

- a) 21A: "What Will the Baker Need?" The children should be able to pick the materials, workers, workplace, and tools that the baker needs to open his bakery. After completing the activity, the class can discuss why each of these things is needed and the businessman's role in bringing them together.
- b) 21B: "How Do We Get Our Bread?" The children should be able to follow the proper sequence from farm to home. After

completing the activity, the class can discuss how many different producers of goods and services are involved in the production of such a simple thing as bread. The discussion can be expanded to include other producers not shown on the activity page. Thus, there are the machinery makers who produce the machinery used by the farmer, the auto workers who build the trucks used for transport, the construction men who put up the buildings needed, and others. The class can also discuss the role of savings, banks, and businessmen in all this. (The farmer needs savings to buy his machinery and often borrows from the bank; the man who runs the flour mill is a businessman and may have borrowed from the bank; and so forth.)

- c) 21C: "What Happens to Savings?" The children should be able to follow the sequence of events from the first accumulation of savings (capital) by many people, through the foundation of a business, to the return of the money with interest for its use. After completing the activity, the class can discuss the importance of the people or institutions at each step of the process (the savers; the bank that collects their savings and lends them to the businessman; the businessman who brings together the materials, labor, workplace, and tools to produce; the consumers who buy the products).

Stories, Poems, Songs

Mr. No-Good

by Stafford Ives

Mr. No-Good went to the bank and said, "I want a loan." Mr. No-Good never said "please."

Mr. Banker said, "Why?"

Mr. No-Good said, "I want to open a bakery in the middle of town." "That is a bad place," said Mr. Banker. "There are five bakeries there now."

Mr. No-Good said, "I will ask more money for my bread."

"Is your bread better?" asked Mr. Banker.

"No, it is worse," said Mr. No-Good. "I use water instead of milk to save money. I charge more to make money."

"Who will buy your bread if it tastes bad and costs more?"

"Everyone," said Mr. No-Good. "They will think it is better because it costs more."

"Who will come back and buy your bread again?" asked Mr. Banker.

"No one," said Mr. No-Good.

"What will you do then?" asked Mr. Banker.

"I will take my money and leave town."

"What money?"

"The money you will give me," said Mr. No-Good.

"I will not give you any," said Mr. Banker. "We do not give money away. If you borrow money from the bank, you have to pay it back. You have to work hard to pay it back. And you have to be a good man to work hard."

Mr. Baker, the Businessman

by William Rader

To City Bank a man did go,
So he could make some bread from dough.
To make the bread he needed a place
Where he would have a lot of space.
To make some bread he needed some flour,
Some sugar, yeast, sweet milk not sour.
To make good bread some tools he'd need:
Ovens, pans, and recipes to read.
Some men to make the dough and heat
The bread that people like to eat.
A sign now hangs outside his door:
"Buy Baker's Bread—You'll Like It More."

Bibliography

Books

BARR, JENE. *Baker Bill*. Chicago: Albert Whitman, 1953. Informative illustrations. The teacher might discuss the following questions: What raw materials did the baker use to bake bread and cookies? Who owned

the factory? Can you tell about the work that Baker Bill's helper did? What are some of the tools the bakery needed to produce bread cake, and cookies? Why did Baker Bill go into the bakery business?

COLONIUS, LILIAN. *The Bakery*. Chicago: Childrens Press, 1953. A brief account of the processes used in a modern bakery. Reading level is second grade.

GREENE, CARLA. *I Want to Be a Baker*. Chicago: Childrens Press, 1956. Informative pictures; simple text.

JAROLIMEK, JOHN. "How Bread Is Made," in *Living in Places Near and Far*, pp. 18–21. New York: Macmillan, 1962.

KLEM, GRACE. *Serena and the Cookie Lady*. New York: Abingdon Cokesbury, 1949. The story shows in a charming way how special skills are needed to go into business. Special skills alone are not enough to assure success, however; people have to *know* about the skills before they can become customers. The class can discuss what the cookie lady needed to go into business—a workplace, tools, and labor (her own)—and the risks she took by baking so many cookies.

Films

The Big Bakery. 10 min., color, Educational Film Sales, University Extension, University of California. This film, designed for primary social studies, is a tour of a modern bakery.

Bread. 11 min., b & w \$60, color \$120, Encyclopaedia Britannica. This film, for primary level, shows breadmaking from the wheat fields to the table. Billy, whose father works in the bakery, is taken on a tour of a big modern bakery.

Filmstrips

How We Get Our Food: The Story of Bread. 50 frames, color, silent with captions, \$5, Society for Visual Education. Here can be seen the big machines of the wheat farmer, the elevator where the grain is stored, the mill that grinds the grain, the bakery with its big machines, and the truck that delivers to the grocery stores.

Lesson 22

What We Need to Go into the Clothing Business

Purpose of the Lesson

To remind children that—

Materials, labor, a workplace, and tools are needed to produce goods.

It is important to choose a site that is favorable for producing and selling goods.

The businessman is needed to combine the materials, labor, and tools to produce goods.

The businessman can borrow other people's savings if he does not have enough of his own to go into business.

The bank is an important source of the money that the businessman needs to go into business. If he is honest and his plan is a good one, the bank lends him the savings that have been put there by others.

The businessman needs customers to buy his products.

The businessman has to sell his goods as cheaply as other businessmen, or produce better goods for which the customer is willing to pay a higher price.

The businessman receives a reward in addition to that which he receives for his work. This added reward is for his worry (risk taking) and is called profit.

City, state, and U.S. governments make rules to protect the businessman, the people who work for him, and the people who buy from him.

Reinforcing the Recorded Lesson

To reinforce the main ideas of the recorded lesson, the teacher can use the following questions for discussion.

Why did Mr. Wooley want to go into the clothing business? (He knew how to make men's clothing and that was the way he wanted to earn his income.)

2. What did Mr. Wooley need before he could produce men's clothing? (Cloth, workers, tools, and a place to work.)
3. Why did Mr. Wooley choose the warehouse as the place for his factory? (It was next to the railroad. It was a long building, which is good for workers who sit in long rows and pass their work from one to another.)
4. What were some of the materials that Mr. Wooley needed? (Wool, cotton, silk, thread, and buttons.)
5. What kinds of tools did Mr. Wooley need? (Worktables, sewing machines, pins and needles, cutting machines, scissors, irons, trucks, and patterns.)
6. Who were some of the specialists Mr. Wooley had to hire? (Designers, pattern makers, pressers, men who sew by hand, men who sew with machines, and men who cut the material for coats and trousers.)
7. Why did Mr. Wooley want to hire so many specialists? Why didn't he let each worker make a whole suit, instead of having the workers each do a special job such as designing clothes, cutting materials, sewing, and pressing? (Because the job could be done faster when the labor was divided.)
8. What work did Mr. Wooley do himself? (He supervised the production, ordered materials, paid the bills and wages, sold the clothing that was produced, did the worrying, and took the risks.)
9. Why did Mr. Wooley deserve a salary? (Because of the work that he did for his factory.)
10. Why did Mr. Wooley deserve an extra reward? (Because of his worry and the risk he took.)
11. Did Mr. Wooley have enough savings of his own to go into business?
12. Since he did not have enough savings for everything, where did he get the rest?

13. Where did the bank get the savings? (From all the people who put their savings there.)
14. Why did Mr. Banker decide to lend these savings to Mr. Wooley? (Because he decided that Mr. Wooley was honest, that his plan for producing clothing was a good one, and that he knew how to handle money and would be able to pay the loan back with interest.)
15. Why did Mr. Wooley think that he would be able to sell the clothing he produced? (Because he produced for fat men, thin men, tall men, short men, young men, and old men, so that there would be plenty of people who could use his clothing, and he produced good clothing that people would want.)

Activities

1. As a reminder to the children that materials, labor, tools, a workplace, and a businessman to bring them all together are necessary to produce goods, the class can read the story "Mr. Tweed and the Moth" on page 247 of the text. Afterward the class can discuss what is needed to produce clothing, and how the division of labor and the machines that the businessman has bought help to produce clothing faster.
2. To bring closer to the world of the children the idea that materials, tools, and labor are needed to produce goods, the teacher can have them ask their fathers what materials and tools they use in their jobs. The children should report their findings to the class and in each case indicate that the father supplies the labor. If some of the children's fathers are businessmen, they can tell of the tools, materials, and labor used in their fathers' businesses to produce goods or services. The children can make drawings of the materials and tools as well as of their fathers as the men who supply the labor.
3. The class can prepare a table display showing the materials and tools needed to produce clothing. Drawings placed on the wall behind the table can show the specialists who help produce the clothing. The drawings should be labeled designer, patternmaker, cutter, machine sewer, hemmer, finisher, and presser.
4. To remind the children that it is important to choose a site that is favorable for producing and selling goods, the teacher can ask them to pretend that they want to build a clothing factory, and can raise the following questions for discussion. Would you build the factory

where there are many people or where there are few people? Would you build it near the railroad and highway or far from the railroad and highway? Would you build it where there is electricity or where there is no electricity? Would you build it where there is plenty of water or where there is very little?

5. As a help in visualizing the location of Mr. Wooley's factory and as an introduction to the principles of map reading, the class can study page 251 of the text. The children should first locate the factory and then relate it to its surroundings. The teacher can raise the following questions for discussion. Is the factory on a busy street? Why is it better for the clothing factory to be away from the center of the city? Is the factory near the railroad? the highway? Is it good for the factory to be close to transportation? Why? The discussion should help the children to identify the representations in the picture with real buildings and streets, and to realize the importance of a favorable location to a business.
6. To remind the children that the bank, the businessman, and customers are as important as materials, labor, tools, and workplace, the teacher can read the poem "Mr. Wooley, the Businessman" to the class. The class can discuss the meaning of each couplet. Afterward the children can draw pictures representing the various couplets and label their pictures as follows: "Mr. Wooley Borrows Money"; "Mr. Wooley Needs a Factory"; "Mr. Wooley Needs Cloth"; "Mr. Wooley Needs Machines"; "Mr. Wooley Needs Workers"; "Mr. Wooley Needs Customers."
7. As a reminder of the bank's role as a source of money for the businessman, the class can continue the banking game begun in Lesson 19. This time a child will take the part of Mr. Wooley. A cast of characters similar to that used in Activity 8 of Lesson 21 will be needed. Mr. Wooley can go through all the necessary steps to start his business. The recorded lesson can be used as a guide to Mr. Wooley's particular needs, and the sequence of events used in Lesson 21 can be followed again here.
8. To remind the children of the importance of savings and banks in our economy, the teacher can review the part that tools and machines play in helping us produce faster and better. Afterward the class can discuss how Mr. Wooley's own savings and those of others, which he received as a loan from the bank, enabled him to buy the machines and tools he needed for his clothing factory. The discussion should bring out that modern machinery can be used only when there are enough savings to buy it.

To help the children understand how businessmen try to find better and cheaper ways to make clothes, the teacher can have the class prepare a display of sample materials for ladies' dresses. The children can bring swatches of material either from home or from dress shops. The display can be divided into natural materials (cotton, wool, linen, silk), and man-made materials (rayon, nylon, perlon, orlon, dacron). If it is possible to find out where the materials were made, they may be further divided into those that were made in our country and those that came from foreign countries. The display can be entitled "Businessmen Produce Many Different Materials." After completing the display, the class can discuss how many businessmen in different parts of our country and the world try to produce better and cheaper materials. The discussion should also bring out that the need for customers and competition from other businessmen help to spur the businessman on in his efforts.

As a reminder of how the quality and style of clothing and the way it is produced have changed since pioneer days, the children can review page 196 of the text. The class can discuss the following questions. How did the pioneer family produce its clothing? How do we produce clothing today? Why can we produce clothing faster today? (Better machines and greater division of labor.) Why do we have more variety of clothing today than in pioneer days? (The businessmen producing the clothing try to produce things for many different tastes.) The class can also discuss the role that savings and banks play in providing the money to buy the machines that help produce the clothing faster.

To remind the children that the businessman takes risks, the teacher can ask those children who have dolls to bring some of their doll clothes to class. (The teacher should specify that she wants only those in good condition.) The teacher can then select five or six doll dresses of various styles and display them for all to see. The children should then visit the display and deposit a piece of play money (one piece to a child) beside the dress that they would like most to buy. The teacher can then explain to the children that the factories that produced the clothing that was "bought" by the greatest number of pupils did the best business, whereas the factories that produced the clothing that few or no pupils "bought" may have to sell it at very low prices or may not be able to sell it at all. The class can then discuss how a factory that must sell its product very cheaply or has a hard time selling it at all will probably have to close down, and that the businessman who owns the factory will lose all his savings and his job.

12. To remind the children that the businessman does take risks, the teacher can pose the following situation for discussion. Mr. Dresser produces a great deal of summer clothing, expecting that he will sell it all. But the summer is cold and people do not buy as much summer clothing as usual. At the end of the summer Mr. Dresser still has many summer clothes left. Mr. Dresser needs the space in his factory for fall and winter clothes. How does Mr. Dresser get rid of the dresses? Does he sell them for less? Does he give them away? Does he throw them away? The discussion of these questions should bring out that no matter what he does with the clothes, Mr. Dresser will get less money than he planned. Yet he must pay his workers the same wages; the payments on his machinery and factory remain the same; he must still pay back his loans to the bank. If Mr. Dresser loses too much money he will not be able to pay the wages of his workers, the money he owes the bank, or his other expenses. He may lose his factory and with it the savings he used to set it up.
13. To reinforce the idea that city, state, and U.S. governments make rules to protect the businessman, the people who work for him, and the people who buy from him, the class can invite a local clothing manufacturer to come to the school and tell about the rules that he must follow in his business. (The teacher should tell him beforehand that the class is particularly interested in regulations regarding the protection of property, working conditions and wages, and the labeling and quality of materials.) After the talk the class can discuss how each of the rules mentioned by the clothing manufacturer protects some or all of us.
14. As a reminder that the rules protecting property, which the government makes and enforces, are needed for the proper operation of businesses, the class can discuss how difficult it would be to operate a clothing business without them. If anyone could steal suits and dresses when he wanted to and there were no police to stop him, how could the clothing manufacturer make a living? If there were no rules about grades of materials, how could the manufacturer be sure he got what he paid for? The discussion should bring out that without government rules and enforcement, complete disorder would result, and the businessman would lack the protection that makes his work possible.
15. To reinforce the idea that rules protect the businessman, the worker, and the consumer, the class can prepare a display entitled "Rules for the Clothing Maker." The display can be divided into three sections. In the first section should be listed the rules regarding the

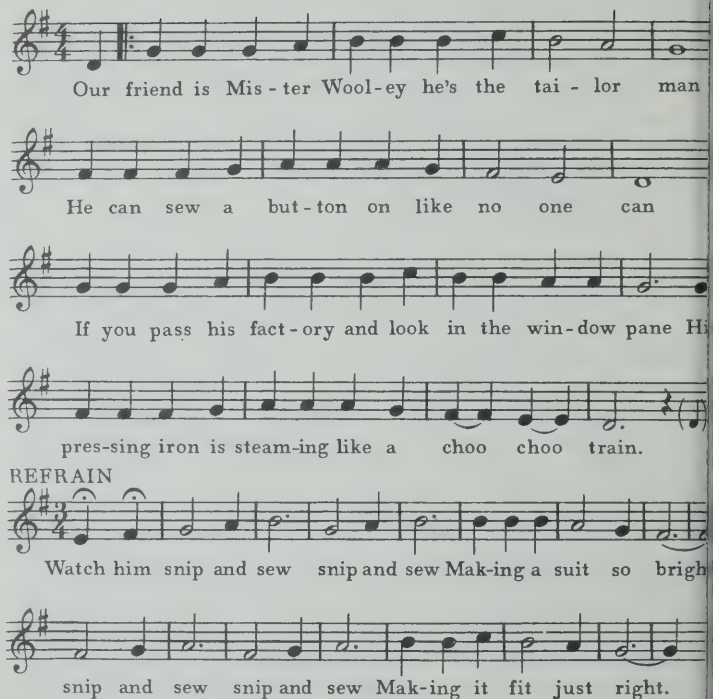
protection of the manufacturer's property; in the second section, federal, state, and local rules on working conditions and wages; in the third section, rules on labeling, quality of materials, and honest advertising.

16. To focus attention on the activities of the clothing manufacturer, the teacher or a music specialist can play on the piano the music for "Snip and Sew" (the song in the recorded lesson) and the children can sing the words.
17. The following activities can be completed in the Activity Book.
 - a) 22A: "What Will the Clothes Maker Need?" The children should be able to pick out the materials, workers, workplace, and tools that the clothing maker needs to open his factory. After completing the activity, the class can discuss why each of these things is needed and the businessman's role in bringing them together to produce clothing.
 - b) 22B: "How Do We Get Our Clothes?" The children should be able to follow the proper sequence from the sheep ranch to the home. After completing the activity, the class can discuss how many different producers of goods and services are involved in the production of the clothes we wear. The discussion can be expanded to include other producers not shown on the activity page. Thus there are those who make the machinery for textile mills and clothing manufacturers, those who build the trucks to transport the clothes, those who build the factories and stores, those who produce the steel and other materials that go into the buildings and machines, and so on.
 - c) 22C: "What Happens to Savings?" The children should be able to follow the sequence of events from the first accumulation of savings (capital) by many people, through the foundation of a business, to the return of the money with interest for its use. After completing the activity, the class can discuss the importance of the people or institutions at each step of the process (the savers; the bank that collects their savings and lends them to the businessman; the businessman who brings together the materials, labor, workplace, and tools to produce goods; and the consumers who buy the goods).

Stories, Poems, Songs

Snip and Sew

by Lawrence Kogan



Our friend is Mis-ter Wool-ey he's the tai-lor man

He can sew a but-ton on like no one can

If you pass his fact-ory and look in the win-dow pane He

pres-sing iron is steam-ing like a choo choo train.

REFRAIN

Watch him snip and sew snip and sew Mak-ing a suit so bright

snip and sew snip and sew Mak-ing it fit just right.

The tailor is a happy man, he's working every day.
 If you listen very hard you can hear him say,
 "I can make a dress, a suit, a coat for one and all.
 I'll make it any size you wish, big or small.
 "As I snip and sew, snip and sew,
 Making a coat of gray,
 Snip and sew, snip and sew,
 I'll finish it right away."

the factory Mr. Wooley's busy as a bee,
 making clothes for everybody in your family—
 playsuit or a raincoat or a snowsuit with a hood.
 Whatever Mr. Wooley makes, he makes it very good.
 He will snip and sew, snip and sew,
 Making our clothes so new,
 Snip and sew, snip and sew,
 This is for me and you.

Mr. Wooley, the Businessman

by William Rader

City Bank Mr. Wooley goes
 borrow cash to make some clothes.
 make good clothing he needs space
 trucks to drive close to his place.
 needs good cloth; he'd like some wool,
 and cotton, too, for clothes for school.
 make good clothes he needs machines,
 sew the dresses with straight seams.
 workers, too, must cut and sew,
 and do good work so sales can grow.
 both, workers, and machines alone
 will not make clothes for you to own.
 the man is needed who'll take a chance
 that men will buy his coats and pants.
 stores we see his clothes displayed:
 Wooley's Woolens—The Finest Made."

Bibliography

Books

BEIM, JERROLD. *Shoeshine Boy*. New York: Morrow, 1954. Teddy wanted to go into business as a shoeshine boy. He had to have a place to work, tools, and labor (his own). He needed savings, too, and since he did not have any of his own, he borrowed from his brother in order to buy the equipment, or tools, he needed. The teacher might discuss the risk Teddy took and what would have happened if he had had no customers.

HOKE, HELEN. *Factory Kitty*. New York: Franklin Watts, 1949. The story is for third- or fourth-grade reading ability, but if the teacher told the story or adapted it as he read, the children could get a good idea of what a factory is like on the inside.

LAZARUS, HARRY. *Let's Go to a Clothing Factory*. New York: Putnam, 1961. Although the text is for fourth or fifth grade, the illustrations are suitable for younger children.

Films

The Factory: How a Product Is Made. 14 min., b & w \$75, color \$150, Film Associates. The film emphasizes cooperative efforts in factory production and illustrates the vast amount of planning and collective effort required to make a simple product.

George's New Suit. 1 reel, 11 min., b & w \$60, color \$120, Coronet. For primary grades. Where clothing comes from.

Making Cotton Clothing. 11 min., b & w \$60, Encyclopaedia Britannica. This film demonstrates each step in the manufacture of a child's cotton dress in a modern clothing factory. Shows how the original is designed, and proceeds with the samplemaking, patternmaking, cutting, sewing, finishing, pressing, and packing. Demonstrates how much more economically clothing can be made by machine than by hand. Explains the division of labor in modern production methods. Designed for primary through junior high grades.

Lesson 23

What We Need to Go into the Building Business

Purpose of the Lesson

To remind children that—

1. Materials, labor, a workplace, and tools are needed to produce goods.
2. It is important to choose a site that is favorable for producing and selling goods.
3. The businessman is needed to combine the materials, labor, and tools to produce goods.
4. The businessman can borrow other people's savings if he does not have enough of his own to go into business.
5. The bank is an important source of the savings that the businessman needs to go into business. If he is honest and his plan is a good one, the bank lends him the savings that have been put there by others.
6. The businessman needs customers to buy his products.
7. The businessman has to sell his goods as cheaply as other businessmen, or produce better goods for which the customer is willing to pay a higher price.
8. The businessman receives a reward in addition to that which he receives for his work. This added reward is for his worry (risk taking) and is called profit. (Of course, the businessman needs to earn enough income to cover his expenses.)
9. City, state, and U.S. governments make rules to protect the businessman, the people who work for him, and the people who buy from him.

Reinforcing the Recorded Lesson

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. Why did Mr. Hall want to go into the building business? (He had

had experience as a builder and that was the way he wanted to earn his income.)

2. What did Mr. Hall need before he could go into the building business? (He needed land, materials, workers, and tools.)
3. What are some of the materials he needed to build houses or buildings? (Bricks, lumber, nails, plaster, paint.)
4. What kinds of workers (specialists) did he need? (Crane operators, carpenters, bricklayers, electricians, plumbers, cement finishers, concrete laborers, plasterers, roofers.)
5. What kinds of tools did Mr. Hall need? (Cranes, cement mixers, hammers, wheelbarrows.)
6. What was Mr. Hall's job in the building business? (He bought the land, the materials, and the tools. He hired the workers. He did this in the hope that he could sell the houses and buildings.)
7. Did Mr. Hall deserve wages? (Yes, because he worked too.)
8. Why did Mr. Hall deserve an extra reward called profit? (Because he was taking a chance. He did not know for sure whether he could sell the houses.)
9. Did Mr. Hall have enough money of his own to go into the building business? (No.)
10. Whose savings did he use? (His own and the savings of the people who had put them in the bank.)
11. Why did Mr. Hall think that he could sell his houses? (Because his houses were well built, well located, and not too expensive.)
12. Why did Mr. Banker decide to lend money to Mr. Hall? (Because he thought Mr. Hall was honest and a good builder who would be able to pay back the loan with interest.)
13. Why did Mr. Hall decide to buy the land? (It was not too far outside the city, it was near good roads, and it had a pretty setting.)

4. Why did the farmer decide to sell the land? (He planned to put the money he got from it into the bank. The interest from the bank would be more than he could earn by growing food on the land.)

Activities

1. As a reminder that materials, tools, and labor are needed to produce goods, the class can prepare a table display showing the materials and tools used in building a house. Drawings placed on the wall behind the table can show the specialists needed to build a house. Toys, models, cutouts, samples of materials, or drawings could be used and the display labeled "Materials, Tools, and Specialists Needed to Build a House." After the display has been completed, the class can discuss the division of labor among many specialists and the many different kinds of building materials that are used. The class can also discuss the role of the businessman in bringing all these things together to produce houses.
2. To help the children understand the need for materials, tools, labor, and the businessman in building, the teacher can have the class read the story "Bobby the Builder" on page 252 of the text. Afterward the class can discuss what Bobby needed to go into the building business, and why we can call him a businessman. (He brought the materials, tools, and labor together to produce, and he took a risk because he would have to pay his father back whether he sold the doghouses or not.) The children can also discuss whether Bobby should have bought a bicycle with his profits or whether he should have used the money to expand the business by buying more tools and hiring more workers.
3. To help the children visualize the location of Mr. Hall's houses and to introduce some of the principles of map reading, the teacher can have the class study page 256 of the text. The children should first locate Mr. Hall's houses and then relate them to their surroundings. The teacher can raise the following questions for discussion. Are the houses in the center of town? Are they easy to get to from the city? How far are they from the lake? Is it easy to get to the lake from the houses? Would you like to live in an area like the one where the houses are? Are the streets on which the houses are located straight or winding? The discussion should help the children to

identify the representations in the picture with real buildings, streets, and landmarks and to realize the importance of a favorable location for a builder.

4. To remind the children that the bank, the businessman, and customers are as important as materials, tools, labor, and land, the teacher can read the poem "Mr. Hall, the Businessman" to the class. The class can discuss the meaning of each couplet. Afterward the children can draw pictures representing the various couplets and label them as follows: "Mr. Hall Borrows Money"; "Mr. Hall Buys Land"; "Mr. Hall Buys Wood and Nails"; "Mr. Hall Buys Hammers and Saws"; "Mr. Hall Hires Helpers"; "Mr. Hall Builds Houses"; "Mr. Hall Needs Customers."
5. As a reminder of the bank's role as a source of money (savings) for the businessman, the class can continue the banking game begun in Lesson 19. One child takes the part of Mr. Hall; the other characters are similar to those used in the previous lessons. Mr. Hall applies for a loan and Mr. Banker decides whether to grant it or not. With the teacher's help, Mr. Banker asks relevant questions. Mr. Hall tells him that he has built houses for a long time for someone else, but now he wants to open a business of his own.
Mr. Hall should show drawings of the kind of houses he wants to build. Mr. Banker grants the loan and explains his decision. Mr. Hall, he says, is an honest man and a good builder. The bank thinks his houses are good. Mr. Banker also thinks that Mr. Hall will be able to sell the houses that he intends to build, because many new families are coming to town and many people will move to the suburbs where Mr. Hall is building.
After Mr. Hall receives the loan, he hurries to the farmer to bargain for the land. Then he goes to the building supplies yard to buy lumber, bricks, cement, plaster, glass, and nails. Then he goes to the construction machinery yard to buy saws, hammers, wheelbarrows, cement mixers, and other tools. Then he puts up a "Help Wanted" sign at the construction site. Some of the children can apply for jobs as laborers, bricklayers, carpenters, plasterers, electricians, and the like. Mr. Hall hires those he thinks will do the best work.
6. To remind the children of the whole process of establishing and operating a business, the teacher can read the story "The Three Businessmen" to the class. After the story has been read, the class can discuss how people choose the business they want to go into, the importance of savings for the man who wants to go into business,

- what the businessman must have to produce goods, and the importance to the businessman of having customers for what he produces.
7. To help the children discover how the price of housing is affected by the number of people coming into or leaving an area, by new kinds of houses, and by people's income, the teacher can raise the following questions for discussion.
 - a) When can a builder get a higher price for a house—when many new families are moving into a city and looking for houses to buy, or when many families are moving away and trying to sell their houses?
 - b) When can a builder get a higher price for a house—when he is always thinking of ways to make the houses he builds more comfortable, or when he builds the same kind of house over and over?
 - c) When can a builder get a higher price for a house—when the families in his area are getting bigger and bigger incomes, or when the families in his area keep getting the same incomes year after year?
 8. To remind the children that the businessman has either to sell his goods as cheaply as other businessmen, or produce better goods for which customers are willing to pay a higher price, the teacher can raise the following questions for discussion.
 - a) If you had your choice of two new houses of the same size, in the same section of the city, built of the same materials, and looking very much the same, and one cost \$10,000 and the other cost \$12,000, which would you buy? Why?
 - b) If you had your choice of two new houses that each cost \$10,000, and one was larger and better built than the other, which would you buy? Why?
 - c) If you had your choice of two new houses and one was big and well built and cost \$12,000, and the other was a bit smaller and not quite so well built and cost \$10,000, which would you buy? Why? The discussion should bring out that in order to sell his product the businessman must either sell it as cheaply as others or produce higher quality. Otherwise few people will buy his product. In case *c* some of those who think they can afford it will buy the more expensive house because they feel the added quality is worth the added price.
 9. To help the children discover why there may be houses standing empty in one place while there are not enough houses to go around in another, the teacher can ask how many children have moved from one city to another, and ask those who have moved to tell what they moved with them. The teacher can then ask why they did not move their house or apartment, too. Didn't they need a place to live? The discussion should bring out that houses cannot usually be moved. There are some towns where all the families moved away long ago, and the houses that might be needed in other places now stand empty.
 10. To help the children discover how the availability of land and materials affects the kind of houses we build, the teacher can raise the following questions for discussion.
 - a) What kind of house would you build on a very narrow lot in the center of a busy city—a long, low ranch-style house or a tall, narrow building? Why?
 - b) What kind of house would you build out in the country where there was plenty of room—a long, low ranch-style house or a tall, narrow building? Why?
 - c) What kind of house would you build near a stone quarry—a frame house or a stone house?
 - d) What kind of house would you build near a forest where they are cutting timber—a frame house or a stone house?
 11. To help the children discover the way the builder tries to meet different tastes and incomes so that people will buy the houses he builds, the teacher can ask the children to observe their own homes carefully, particularly the number of rooms and the kind of house (apartment, single-family, row house, brick, frame, stone, glass). The next day the children can draw floor plans of their homes and pictures of the exteriors. (Some children may only be able to draw the exterior; the teacher can make the floor plan an extra project for those who are able to do it.) The class can assemble the drawings into an exhibition entitled "Builders Make Many Kinds of Houses for Us to Live In." Afterward the class can discuss the fact that not everyone wants to live in the same kind of house, and that builders must build different kinds of houses because customers are not all alike.
 12. To show the children how builders have tried over the years to improve the houses that they build, the teacher can have the class review page 197 of the text. The class can discuss the following

questions. How did pioneer families produce their houses? How do we produce ours today? Can we produce more comfortable houses today? Is there a greater variety of housing today? Why? (Because the businessmen that produce the houses try to produce for many different tastes and incomes and because today we have a much greater variety of materials than long ago—such as glass, concrete block, and dry wall.) Can we produce housing faster today? Why? (Better machines and greater division of labor.) The class can also discuss the role of savings and banks in providing the money to buy the machines that help the builder produce more houses faster.

To remind the children that the businessman takes risks, the teacher can pose the following situation for discussion. Mr. Builder puts up a great many houses in a new area just outside the city. It has good roads and pretty land, and he thinks the houses that he has built there should be easy to sell. But a new factory opens in the next city and many people move there. There are not enough people left to buy Mr. Builder's houses. What can Mr. Builder do? He cannot move the houses away. Does he sell them for less? Does he give them away? Does he let them stand empty? The discussion should bring out that no matter what he does with the houses, Mr. Builder will get less money than he had planned. Yet he has paid his workers for their work; he has paid for the materials that were used in the houses; he has paid for the land; and he has payments to meet on the machinery that he bought. He has used up all the money he got from the bank and he has to pay the bank back. If he does not get enough money from the sale of the houses, he will not be able to pay the bank and he will lose his business, his savings, and his job.

To help the children understand how risk and profit are related, the teacher may pose the following situations and questions for discussion. Mr. Buyer asks Mr. Builder to put up a house for him. He tells Mr. Builder what he wants and shows him the land where the house is to be built. Mr. Builder figures out what such a house on that spot would normally cost to build and tells Mr. Buyer what a fair price would be. They both agree on the price and sign a contract saying Mr. Builder will put up the house for Mr. Buyer for such and such a price. During the building they find much rock in the ground and the digging is very hard. It takes more workers longer to build the house. This costs Mr. Builder more money in wages. But the price of the house has already been agreed upon. Mr. Builder loses money building the house.

Mr. Builder puts up another house the same way. But this time the ground is sandy and easy to dig. It takes fewer workers to build the house than he thought it would. But he still gets just as much money for the house as was agreed on. He makes a bigger profit than he thought he would.

Do you think businessmen can always know what is going to happen? Do you think they have worries? Do they take risks? Can they make profits? The discussion should bring out that the businessman deserves a profit for his worry—that he can lose money, but that if all goes well he may make an even bigger profit than he had planned.

15. To reinforce the idea that city, state, and U.S. governments make rules to protect the businessman, the people who work for him, and the people who buy from him, the class can invite a local building contractor to come to the school and tell about the rules that he must follow in his business. (The teacher should tell him beforehand that the class is particularly interested in regulations regarding the protection of property, working conditions and wages, and materials and methods used in construction.) After the talk by the contractor the class can discuss how each of the rules mentioned by the contractor protects some or all of us.
16. As a reminder that the rules protecting property, which the government makes and enforces, are needed for the proper operation of businesses, the class can discuss how difficult it would be to operate a building business without them. If anyone could steal the materials he wanted for his own house from a construction site and there were no police to stop him, how would the builder ever get the houses built? How would he make a living if everyone could take the boards, and nails, and cement and bricks away from him? The discussion should bring out that without government rules and enforcement, complete disorder would result and the businessman would lack the protection that makes his work possible.
17. As a reminder that there are government rules to protect the consumers, the class can invite a building inspector to school to tell them about the regulations that protect people against poorly constructed homes and buildings.
18. As a reminder that there are government rules to protect workers, some of the children whose fathers work in the construction business could find out about the rules for compensation if their fathers are hurt on the job and the various safety regulations enforced by the city and state. The children can then report on their findings.

19. To reinforce the idea that rules protect the businessman, the worker, and the consumer, the class can prepare a display entitled "Rules for the Builder." The display can be divided into three sections. In the first section should be listed the rules regarding the protection of the builder's property and materials; in the second section, city, state, and U.S. rules on working conditions and wages; in the third section, rules on licensing, quality of materials, and type of construction.
20. To help the children understand that some goods last longer than others, the teacher can raise the following question for discussion. Which lasts longer—food, clothing, or a house? The discussion should bring out that food is used up at once when we swallow it, and we have to keep on buying new food. Clothing lasts longer. Families buy clothing when the old clothing is worn out, no longer the right size, or no longer pleasing. Houses last longest—for years. Many families might live in a house before it finally wears out, even when the house is too small or no longer pleasing.
21. To focus attention on the activities of the builder, the teacher or a music specialist can play on the piano the music for "Say Hello to Mr. Hall" (the song in the recorded lesson) and the children can sing the words.
22. The following activities can be completed in the Activity Book.
 - a) 23A: "What Will the Builder Need?" The children should be able to pick out the materials, workers, building site, and tools that the builder needs to begin construction. After completing the activity, the class can discuss why each of these things is needed and the businessman's role in bringing them together to produce a building.
 - b) 23B: "How Do We Get Our Houses?" The children should be able to follow the proper sequence from timber cutting to finished home. After completing the activity, the class can discuss how a great many different producers of goods and services are involved in the production of the homes we live in. The discussion can be expanded to include other producers not shown on the activity page. Thus there are those who make the machinery for the sawmills and construction workers, those who produce the railroad cars and trucks that transport the materials and machines to the building site, those who produce the steel and cement and bricks, and so on.

- c) 23C: "What Happens to Savings?" The children should be able to follow the sequence of events from the first accumulation of savings (capital) by many people, through the foundation of a business, to the return of the money with interest for its use. After completing the activity, the class can discuss the importance of the people or institutions at each step of the process (the savers; the bank that collects their savings and lends them to the businessman; the businessman who brings together the materials, labor, workplace, and tools to produce; and the consumers who buy the products).

Stories, Poems, Songs

The Three Businessmen

by William Rader and Jeanne Stoner

Once upon a time there were three good friends. Their names were Mr. Flour, Mr. Cotton, and Mr. House. All worked together in a big factory. Mr. Flour, Mr. Cotton, and Mr. House were all together one evening.

"You know," said Mr. Flour to his friends, "I have been thinking about my job. It is a nice enough job, but I would really rather do something different."

"You're right, Flour," said Mr. Cotton. "My job is not very interesting anymore, and I would like to get another one."

Mr. House listened to both of them and nodded his head.

"I have always wanted to have my own business and work for myself. That would be very interesting and I could probably make more money."

Mr. Flour and Mr. Cotton thought Mr. House had a wonderful idea. Instead of just changing their jobs, they could become businessmen.

"If we're going to be businessmen, we have to have something to sell," said Mr. Cotton. "I wonder what we could produce?"

"We should make something no one has ever made before," said Mr. Flour. "I want to produce something really different. Maybe I'll make widgets. Yes, I would like to have a widget factory."

"How in the world do you make widgets?" asked Mr. House.

Mr. Flour said he didn't know.

"Who in the world would want to buy a widget?" asked Mr. Cotton. Mr. Flour didn't know that either.

"Well, you can't make something if you don't know how," said Mr. Cotton.

"And you can't sell what you make if people don't want to buy it," said Mr. House.

Mr. Flour had to admit that a widget factory wasn't a very good idea.

Mr. Flour, Mr. Cotton, and Mr. House thought and thought and thought. What did they know how to make that people would be sure to buy?

"I know something people have to have," said Mr. Flour. "People have to have bread. There is no bakery in our neighborhood. If I went into the baking business, I am sure I would have customers."

That gave Mr. Cotton an idea. "People have to have clothes to wear," he said. "If I produced only the very best clothes, I am certain I would have customers too."

Mr. House said, "I have always enjoyed building things, and people must have houses to live in. Perhaps I will go into the building business and build good houses and sell them for less than other builders."

Mr. House, Mr. Flour, and Mr. Cotton got so excited they all began to talk at once.

"Wait a minute," shouted Mr. Cotton. "We're just making a lot of noise and not getting anywhere. Let's make a list of the things we will need to go into business for ourselves."

"Good suggestion," said Mr. House. So they got some paper and pencils and the three good friends wrote down everything they could think of that would be needed to go into business. First of all they needed materials: flour and sugar and eggs and milk for Mr. Flour; cloth and thread for Mr. Cotton; land, lumber, cement, and nails for Mr. House. Mr. Flour, Mr. Cotton, and Mr. House knew they couldn't produce anything all alone. They would each need helpers and they must all have to have tools to work with.

"I'll have to have a place to make my bread," said Mr. Flour. "I hope I can find a store on a nice busy corner, so that people can smell my good bread baking as they go by."

Mr. Cotton wanted a big place for his factory—a place near the edge of town, so that big trucks could come to pick up the beautiful clothes he would make to take them to the stores. Mr. House said he would need an office where people could come to tell him what kind of house they wanted to buy.

"Let's see," said Mr. Cotton. "We have four things on our list now. We each need materials, labor, tools, and a building in which to work. Is that all?"

"Just one more thing," said Mr. House. "We will need savings to get our businesses started."

"Where will we get the savings?" said fat, jolly Mr. Flour, looking very serious.

"My wife and I have saved some money," said thin Mr. Cotton, "but we will need a little bit more."

"I will need more savings than I have to go into the building business," said tall Mr. House. "We will have to borrow the savings of other people. We had better all go to City Bank where people keep their savings and ask Mr. Banker for a loan."

"Will the bank lend us the money?" asked Mr. Flour and Mr. Cotton together.

"Yes, I think they will if we promise to pay it back. Mr. Banker will find out that we are honest men and hard workers. I am sure he will loan us the money to start our businesses. After all, that is what a bank is for."

The very next day fat, jolly Mr. Flour, thin Mr. Cotton, and tall Mr. House went to the City Bank, and each man asked Mr. Banker for enough money to start in business. They told Mr. Banker when they thought they could pay the money back. Mr. Banker said he knew they were honest men and hard workers.

"You may have the loans," Mr. Banker told them, "but you will have to pay back a little more than you borrow. We charge people interest when they use other people's savings. And you need more than savings to go into business. You need many, many things. To start your own business means taking a risk. Have you thought of that?"

Mr. Flour, Mr. Cotton, and Mr. House each said they had, and showed him the list they had made of all the things they needed to go into business.

"Very good," said Mr. Banker. "I am sure you will do well."

And Mr. Banker was right. Before very long everyone in the city was buying Flour's Bread, wearing Cotton's Clothes, and buying pretty little houses built by Mr. House.

Say Hello to Mr. Hall

by Lawrence Kogan



He built it very quickly
 And it seemed no time at all;
 He started in the springtime
 And he finished in the fall.
 I watched him build it brick by brick,
 It grew so wide and high.
 He put a chimney on the top,
 It almost touched the sky.
 He made a big red cellar door
 And windowpanes so bright.
 Our auto has a big garage
 Where it can sleep at night.
 We're not far from the roadway,
 And we're not far from our school.
 We're not far from the big, big city
 Or the lake so cool.
 And best of all, my friends live near,
 In houses just like mine,
 So we can play each sunny day
 And have a real good time.

Mr. Hall, the Businessman

by William Rader

Mr. Hall, at the bank one day,
 Wanted a loan, he knew he'd repay.

He bought the best land that he'd ever seen,
 For homes and yards and lawns quite green.

Homes and schools were what he'd build,
 Till all the land he'd bought was filled.

To build good homes and children's schools,
 He needed saws and hammers and other tools.

To build good homes, he needed strong men
 To work today and tomorrow again.

But helpers, tools, and bricks alone
 Do not make homes for you to own.

For most of all we need Mr. Hall,
 Who will take a chance and build for us all.

So Hall built houses on the edge of town.
 If you want to see them, come right on down.

Bibliography

Books

BURTON, VIRGINIA LEE. *Mike Mulligan and His Steam Shovel*. Boston: Houghton Mifflin, 1939. Mike is faithful to his steam shovel although it has become outmoded by the newer diesel-engine shovels. The affection of Mike for his steam shovel makes a pleasant story, and yet as a businessman Mike would have to use better and more modern equipment if he wanted to stay in business.

GREENE, CARLA. *I Want to Be a Carpenter*. Chicago: Childrens Press, 1959.

"People Who Build Our Houses," in *Living Together in the Modern World*. Vol. II: *Shelter*, secs. 41-55. Mankato, Minn.: Creative Educational Society, 1954. This would be useful reference material for the teacher.

WOODWARD, HILDEGARD. *The House on Grandfather's Hill*. New York: Scribner, 1961. About second-grade reading. Teacher may read the book aloud. The pictures of heavy building machinery and of prefabricated houses being assembled may be interesting to the children.

ZION, GENE. *The Plant Sitter*. New York: Harper, 1959. This story can be used to show how much hard work and initiative are needed to run a business.

Films

Machines That Move Earth. 16 min., sound, b & w, Film Associates of California. Shows heavy earthmoving equipment during construction of a reservoir and a seawall and in the excavation for a new building. Shows a power crane, power shovel, clam bucket, bulldozer, motor scraper, motor grader, and sheepsfoot tamper. For primary through junior high grades.

New House: Where It Comes From. 11 min., sound, b & w \$60, color \$120, Coronet. Johnny watches the building of a new house and sees many materials and different jobs in construction, and he learns that many people have to work together to build houses. For primary and intermediate grades.

What Do Fathers Do? 1 reel, 11 min., Churchill Films, Los Angeles. Toby visits his father at his construction job and observes many fathers at work. Fathers are seen as providers for their families and as producers of things that the community needs.

Lesson 24

What Happens When People Buy All That Is Produced?

Purpose of the Lesson

1. To remind children that people may spend or save their income.
2. To remind children that savings help businessmen to build factories and to buy tools and machinery.
3. To help children discover that if people spend income on goods and services, producers can continue to produce and workers can continue to earn an income.
4. To help children discover that advertising helps producers tell about their goods so that people will know about them and want to buy them.

Reinforcing the Recorded Lesson

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. How did Mr. Baker, Mr. Wooley, and Mr. Hall get enough money to start their own businesses?
2. Where did the bank get the money it lent? (From the many people who deposited their savings there.)
3. After Mr. Baker, Mr. Wooley, and Mr. Hall received their loans, what did they do with the money first? (They got workplaces.)
4. What did they do with the money next? (They bought materials.)
5. What did Mr. Baker, Mr. Wooley, and Mr. Hall do next with the money? (They bought tools.)
6. What did they do then with the money? (They hired workers.)
7. Why were Mr. Baker, Mr. Wooley, and Mr. Hall important to their businesses? (They had experience in their various lines; they worked to bring the materials, tools, and workers together at a workplace to produce goods; and most important, they took a chance

by risking their savings. It was a risk for them because they did not know for certain whether or not they would sell the goods that they produced.)

8. How do businessmen tell people about the goods that they produce? (By advertising in newspapers and magazines, on television and radio, or through the mails.)
9. What did the helpers of Mr. Baker, Mr. Wooley, and Mr. Hall receive for producing bread, clothing, and houses?
10. What did the helpers do with their income (or wages)?
11. Why could Mr. Baker, Mr. Wooley, and Mr. Hall go on producing bread, clothes, and houses? (Because the helpers used part of their income to buy the bread, clothes, and houses that they had helped to produce.)

Activities

1. As an added reinforcement of the recorded lesson, the teacher can have the children look at the pictures in the text and have them retell the story in their own words.
2. The teacher can reread the poem "Round and Round Go the Wheels," from Lesson 13, to the class. The poem describes the roles of production, distribution, and consumption in our economy. After the poem has been read, the class can discuss how each step in the cycle is necessary to keep the wheels going round.
3. Using the poem "Round and Round Go the Wheels" as a basis, the class can prepare a mural entitled "From Producers to Consumers." The first part of the mural can show factories at work; the second section can be divided into two parts, one showing boats, airplanes, trains, and trucks, the other showing stores and door-to-door salesmen; the third section can show people eating, wearing clothing, living in houses, riding in cars, playing ball. Part one can be entitled "Production," part two "Distribution," part three "Consumption."

4. To remind the children of the importance of saving in buying capital goods (goods used to produce more goods, such as seeds, livestock for breeding purposes, machines, and factory buildings), the teacher can read the story "The Farmer's Sons" to the class. The story shows that in order to have capital goods, Fritz set aside his best potatoes for seed instead of selling them to consumers. He also saved part of his income to buy tools, while his brother Gusty spent all his earnings on fancy clothes and a tin horn. After the story has been read, the class can discuss the similarity between Fritz's use of his own savings and the way the savings collected in the bank are used by the businessmen who borrow them. This pool of savings enables people like Mr. Baker, Mr. Wooley, and Mr. Hall to build workplaces and buy tools.

5. As a reminder to the children of the importance of savings and of the tools and machinery that savings enable the businessmen to buy, the children can ask their fathers about the tools and machines that they use on their jobs. The children can then draw pictures of the machines and possibly write little stories to accompany the pictures. With the pictures a display entitled "Our Fathers Work with These Tools and Machines" can be prepared. The class can discuss how the businessmen who own the companies their fathers work for were able to buy expensive tools and machines. The discussion should bring out that the businessman must either have savings of his own or borrow from other people, either individually or through the bank.

6. As a reminder to the children of the role of banks in collecting many people's savings and making them available to the businessman, and to remind them of the importance of the machines (capital goods) that the businessman can buy with these savings, the class can play the following game. In one corner of the classroom a child playing a factory owner hires twenty of his classmates to produce household goods and machinery. At the end of the time period (taken to represent a week) fifteen of the workers deliver twenty items such as toasters, irons, hair driers, electric mixers, and coffee percolators to the owner. The five other workers bring in a big electric motor intended for sale to factories for running their machinery. (All these items can be represented by pictures cut from magazines or mail-order catalogs, or by models, toys, or drawings.)

The workers then receive their wages and go shopping. Each of them buys some food at the grocery and then an electric household item from their factory. What they have left they put in the bank, where their savings accumulate. After the twenty workers have finished their shopping, the factory has sold all its household items, but the electric motor remains.

At this point the teacher should ask who can afford to buy the big electric motor. The class discussion should bring out that the only person who can afford the big electric motor will be the one who gets a big loan from the bank. But who will want the electric motor? A businessman who needs a motor for his factory to run the machines. Without people's savings in the bank, businessmen could not buy so many machines, and factories would not produce so many. And with fewer machines, people would have to produce more things by hand just as the pioneers did long ago, or as the Bushmen and Eskimos still do today.

7. To help the children understand that if people spend their income on goods and services, producers can continue to produce and workers can continue to earn income, the teacher can have the class act out the following game. Children who play the parts of Mr. Baker, Mr. Wooley, and Mr. Hall each have a small cubicle (made by arranging desks) representing their workplace. Each of them sits in front of his workplace, while in the back the workers with their tools act out producing goods. At the end of the workday the workers deliver the goods they have produced (toy houses, food packages, and doll clothing can be used) to the front office and receive their wages. They then return to their homes (at the opposite end of the classroom) where their wives (little girls) are waiting. The wives take the wages, go to the bakery and the clothing manufacturer and the builders, and buy everything that has been produced. The cycle can be repeated to let new children participate. The teacher should see to it that the children do not take the game literally—that is, do not think that everyone actually consumes his own production in such a narrow circle as that represented in the game. While the teacher need not explain the whole background to the children, he himself should know that the three producers represent the whole economy of the country, and that the workers represent all the receivers of income throughout the country who have been rewarded for producing all the goods and services.

8. To help the children discover how far-reaching the effects of consumers' choices on producers can be, the teacher can have the class read the story "Happy Mr. Sweet" on page 257 of the text. After reading the story the class can review with the teacher the chain reaction among the producers caused by Jack and his friends, and then discuss how the fact that Jack and his friends bought candy meant that the candy and cocoa producers could continue to produce and the workers continue to earn income.

To help the children discover that advertising helps producers tell about their goods so that people will know about them and want to buy them, the teacher can have the class collect advertisements from magazines and newspapers. The class can discuss how ads help businessmen tell people about the goods they have to sell. The discussion should bring out that advertising helps not only the businessman by letting more people know about his goods, but also the consumer by letting him know what is for sale, where it is for sale, and where he can buy the cheapest or the best.

The following activities can be completed in the Activity Book.

- a) 24A: "Which of These Help Us to Produce?" The children should be able to distinguish between goods that help us to produce more goods (capital goods) and goods for consumption (consumer goods). After completing the activity, the class can discuss how saving means not consuming.
- b) 24B: "Buying Keeps Producers Going." The children should be able to number each of the business sequences in the proper order (production, payment of wages, buying, more production). After completing the activity, the class can discuss how consumer buying makes producers decide to produce more. If consumers buy everything businesses produce, wage earners are not laid off.

Stories, Poems, Songs

The Farmer's Sons

by Dorothy Senesh

Once there was a farmer who had two sons. The oldest son was big and strong and he had a red face. He talked with a loud voice and he was always saying that he could do things better than anyone else. His name was Gusty. The other son was not big, but he wasn't small either. He did not talk with a big voice, but you could still hear him. He never said that he could do things better or worse than anyone else. He just did his work and didn't worry whether anyone was looking. His name was Fritzzy. Now the farmer was getting older every day, and one day he said to his wife, "Gretchen, our farm is not big, but neither is it small. It is just the right size, but if I gave half to Gusty and half to Fritzzy, then neither would have a farm the right size. I have been wondering what to do, and now I have a plan. I'll give our farm to the son who will make the

better farmer. To the other son I'll give a bag of gold and let him go off to the city to find his fortune."

"That sounds good to me," said Gretchen, "but how will you find out which boy will make the better farmer?"

"Here is my plan," said the farmer. "This spring when it is time to plant potatoes, I'll give some land to Gusty and I'll give the same amount of land to Fritzzy. Both sons can grow potatoes. I think we'll find out very easily who will make the better farmer." And that is what the farmer did.

All that summer, Gusty hurried through his work in his father's fields. Then he worked in his own potato field until suppertime. After supper he was off to town to tell the boys that soon he would be taking to market the biggest potatoes in the country.

All that summer Fritzzy worked in his father's fields and then went off to work in his own potato patch. He hoed the weeds and softened the earth around his potatoes, and picked off the bugs until suppertime. After supper he went to bed early so that he could get up early.

Like all summers, this one came to an end. "Very soon," said the farmer, winking at his wife, "we will know."

The leaves began to fall from the trees, and the potatoes were big and ready for market. Gusty dug open the little hills in his potato patch. In great excitement he tossed his potatoes, big and small, into the cart and took them off to market. Each time he sold a cartful of potatoes, he bought something with the money earned from his potatoes. One time he bought himself a tin horn and came home a-hooting and a-tooting for a fare-thee-well. With the money from another cartload of potatoes he bought himself a fancy suit of clothes. From another cartload he bought himself a hat with a feather. And another time, a pair of shining high-top boots.

All this time Fritzzy too had been digging open the little hills in his potato patch. He sorted his potatoes into two kinds—big ones and not-so-big ones. To tell the truth, all of Fritzzy's potatoes were a sight to gladden his eyes, because he had carefully hoed and softened the earth around the little hills all summer long. The big potatoes Fritzzy took down into the cool root cellar and laid them carefully on the earth floor so that they would not spoil. These would be the seed potatoes for next year's planting. The rest of the potatoes he took to market—several cartloads. With some of the money he earned from them he bought himself a hoe and a shovel, a pair of overalls, and a pair of stout shoes.

Then one fine evening in autumn when the moon looked like a ripe melon in the sky, the farmer said, "Gretchen, leave your dishes and come sit by me at the table." And then turning to his sons, he said, "Gusty, the time has come to tell your mother and me about your potato patch."

Gusty ran from the room, and after some minutes, he came strutting back with his horn hanging around his neck and looking mighty fine.

He bowed low and gave his mother a bright silk kerchief. He bowed low to his father and gave him a pretty drinking-cup.

The farmer said to Fritzzy, "It is easy to see that Gusty has earned a lot of money from his potato patch. Now, Fritzzy, let us see if you have done as well."

Fritzzy disappeared, and in a few minutes came back in his overalls and his stout shoes, and carrying a new hoe and shovel. "Ho! Ho! Ho!" laughed Gusty. "A fine-looking fellow you'll make when you go to town!" When Fritzzy gave his mother a wooden spoon and his father a hammer, Gusty chuckled and winked at his mother.

"It looks to me," said the farmer to his wife, "that Gusty has earned more from his potato crop than Fritzzy. How comes it, Fritzzy, that you don't look as fine as your older brother? Couldn't you sell your potatoes for a good price in the market?"

"Good Father," said Fritzzy, "it is true that I did not earn as much money as Gusty. That is because I did not sell all my potatoes in the market. The biggest potatoes I have carried down into the root cellar, and these will be seed for next year's growing. Because they are the biggest and the best potatoes, next year's crop will be a better one than this year's."

"You see, Gretchen," said the farmer. "Didn't I tell you who would be a better farmer?" The old farmer went to the cupboard and came back with a bag of coins. These he handed to Gusty and said, "Here, my son, take these gold coins, and tomorrow be off to the city, for surely the farm is now for you."

To Fritzzy the old farmer said, "My son, you have saved the best of your potatoes for next year's growing, and you have bought tools to help you work better. You care little how others see you, and your first wish is to make things grow. Fritzzy, you will be the owner of the farm."

The next day Gusty put on his fine clothes, and with his horn hanging around his neck, and his gold coins jingling in a purse at his belt, he went off a-hooting and a-tooting to the city where, they say, he is still trying to make his fortune.

As for Fritzzy, he stayed with his mother and father. The next year he grew more and better potatoes, and more the next, and more the next. When his father died, the farm became Fritzzy's. He bought more land and a lot of farm animals, and now he is known as the best farmer in all that part of the country.

Lesson 25

What Happens When People Do Not Buy All That Is Produced?

Purpose of the Lesson

To help children discover that—

The kind and amount of goods consumed determine the kind of business and the number of people employed.

When people do not buy goods, the workers who produce them may become unemployed.

There are other reasons for unemployment: some people are too old or are sick; some people have been replaced by machines; some people have quit one job to look for another; some people have been fired because they are not good workers; some people are unemployed because of weather or seasonal factors.

Often people who are out of work are helped by others or by the government.

Reinforcing the Recorded Lesson

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. What did the workers do with the income they received? (Bought food, clothing, and shelter.)
2. Why did Mr. Baker, Mr. Wooley, and Mr. Hall decide to produce more bread, clothing, and houses? (Because they had sold all they had produced the first time, and they hoped they could sell everything again the second time.)
3. What did the workers do with the income they received for helping Mr. Baker, Mr. Wooley, and Mr. Hall produce more goods? (They bought food and clothing.)
4. Why was Mr. Wooley surprised?

5. Why do you think the workers decided to buy twice as much clothing as before? (Because Mr. Wooley's clothes were so good and so reasonably priced. Also the money which they had previously spent on housing could be spent on clothing this time.)
6. Why didn't the workers buy Mr. Hall's houses? (They already had houses and did not need any more just then because their houses were still in good condition.)
7. Why were Mr. Hall's workers unemployed? (Because no one bought the houses they produced.)
8. How did they find jobs again? (They were employed to build a factory addition for Mr. Wooley, who needed extra space to produce more clothes.)
9. What would have happened if the workers had not bought twice as much clothing as before? (Mr. Wooley would not have needed the addition to his factory, and Mr. Hall and his workers would not have had any jobs.)
10. What would have happened if the workers had not bought any clothing at all the second time? (Mr. Wooley and his workers would have been out of work too.)

Activities

1. As an added reinforcement of the recorded lesson, the teacher can have the children look at pages 149–50 of the text and have them retell the story in their own words.
2. To help the children discover that the kind and amount of goods consumed determine the kind of business and the number of people employed, and that when people do not buy goods the workers who produce them may become unemployed, the teacher can have the class continue the game begun in Activity 7 of Lesson 24. The teacher again assigns the roles of Mr. Baker, Mr. Wooley, Mr. Hall, their helpers, and their helpers' wives. The helpers do their

work and each businessman pays them. Then the helpers take the money home to their wives. The wives buy the same quantity of bread and clothing as the last time, but no houses at all. Mr. Hall may put up a sign reading "We Build at Low Prices," but still no one buys his houses even at lower prices. At this point the class can discuss where Mr. Hall's helpers might find jobs. If no more housing is bought, there will be nothing for them to do.

After the discussion the wives can return to Mr. Wooley and buy more clothing. Mr. Wooley decides that his factory is not big enough to take care of the additional business. He calls Mr. Hall and hires him and his helpers to build an addition to the clothing factory. (Mr. Hall's helpers add another desk arrangement to Mr. Wooley's "factory.") Afterward the class can discuss whether Mr. Wooley needs more helpers, or whether he already has enough workers to handle the increased production. If the class decides that Mr. Wooley needs more help, he should put up a sign reading "Clothing Workers Wanted." Some of the wives could apply for jobs and Mr. Wooley hire a few of them.

After the whole game has been acted out, the class can discuss how the decisions of the consumers about what and how much they are going to buy affect producers.

3. To help the children understand the effect that consumer buying (or failure to buy) has on businesses and the number of people they employ, the teacher can have the class read the story "The Sad Cow" on page 260 of the text. Afterward the class can discuss how the fact that Jack and his friends bought less ice cream affected the business people and the cow who produced the ice cream. The class can also review the story "Happy Mr. Sweet" on page 257 of the text and discuss whether the dairy might need fewer workers, and the candy factory and cocoa plantations more, because of the change in Jack's buying habits.
4. To reinforce the idea that consumer buying affects businesses and the number of people they employ, and also as an aid in seeing how well the children understand the idea, the teacher can tell open-ended stories such as the following.

Once upon a time there was a little factory. It produced ice cream. All day long in summer children came to buy ice cream. Fathers stopped after work to take ice cream home to their families. The little ice-cream factory was so proud. Then one day the little factory noticed that something had happened. Fewer and fewer children came to buy ice cream. Fathers stopped coming by. The ice cream piled up in the factory because so few people came to buy.

The little ice-cream factory was worried. It asked everyone who passed by, "What can I do to become useful again?"

The discussion of a solution for the factory's problem should bring out that there may have been various reasons for people buying less ice cream. Perhaps the weather got cold and people didn't want as much ice cream as in the warm weather; perhaps they liked another ice cream better; and so forth. As a solution, the factory could perhaps make something else (eggnog, yogurt, or some other dairy product) during the slack months. Or the quality of the ice cream could be improved, or the price lowered. The important point, however, is that if the factory does not solve its problem, it will need fewer workers to produce ice cream and some people will be unemployed.

5. To help the children discover that one of the reasons some people are unemployed is that the jobs they used to do are now done by machines, the teacher can reread the story "Red Rooster" from Lesson 13 to the class. The story tells about various animals that lost their jobs because they were replaced by machines or forms of mass production. The rooster was replaced by the alarm clock, the hens by the incubator, the horse by the tractor, and so on. After the story has been read, the class can discuss how some people's jobs are now done by such machines as milking machines, automatic elevators, street sweepers, cement mixers, vending machines, and power drills.
6. To help the children discover that sometimes people lose their jobs because they do not perform them well, the teacher can reread the "Little Red Rooster" from Lesson 12 to the class. Afterward the class can discuss how important it is to do well the job for which one is paid.
7. To help the children realize that there may be many different reasons why people are unemployed, those who know people who are not working can tell about them and why they are unemployed. (The children should be cautioned against mentioning names so as to avoid embarrassment.) The teacher should try to get as great a variety of stories as possible. After the children have told their stories, they can make drawings for an exhibition entitled "People Who Are Not Working." The drawings should not represent actual people, but hypothetical people who fall into the categories of unemployed that the children's stories and class discussion have brought out. Thus there should be people whose work is now done by machines or whose jobs are no longer needed; people who are

too old to work, who are ill, who quit a job to look for another; people who are temporarily unemployed because of the weather or season, such as building workers in the winter, fruit pickers, and cannery workers; people who are unemployed because not enough people are buying the products they produce; people who worked in factories that moved away; people who did not do a good job. After completing the exhibition, the class can discuss the various causes of unemployment.

To help the children discover how people go about finding a job, the teacher can have the pupils who know people with new jobs find out how they got their jobs. After these pupils have reported to the class, the class can discuss the various methods used. The discussion should include such topics as learning a new job, placing an ad in the newspaper, watching the ads in newspapers or trade journals, going to an employment agency or state employment office.

To help the children discover that people who are out of work are often helped by other people, the class can invite a representative of a local charity to visit the school and explain how the charity assists unemployed persons who need help.

To help the children discover that people who are out of work are often helped by the government, the class can invite a representative of the local state employment office to come to the school and tell about unemployment compensation and how the office helps people find work.

To focus attention on the activities of the baker, the teacher or a music specialist can play on the piano the music for "Ho-de-Ho" (Mr. Baker's song) and have the class sing the words.

The following activities can be completed in the Activity Book.

a) 25A: "What Happens When Things Are Not Bought?" The

children should be able to match a particular lack of buying with the unemployment it might cause. Afterward the children can discuss how a lack of customers can force an employer to cut prices. If prices become too low, the employer cannot afford to stay in business. He may have to lay off his workers or go out of business altogether. They can also speculate about how the entire economy is stimulated when people begin buying again. If the baker suddenly has large numbers of customers, he can expand his business and thereby give work to the builder. The additional workers he hires will probably buy new uniforms, giving work to the clothier. Most of the wages paid the workers will be spent, and production can be maintained and unemployment reduced.

b) 25B: "Which Producers Will Have Work Here?" From what they have learned about consumer buying affecting production, the children should be able to tell which one of the workers in each line would be given employment because of the consumption shown in the first picture. After completing the activity, the class can discuss how the other producers, whose goods are not needed, can find work. (Anyone of them could choose any one of the four businesses and try it.)

c) 25C: "Who Will Find Work Here?" The children should be able to determine that some of the people pictured will not be employed in the kinds of jobs shown because they are too old or sick, or because they lack training. After completing the activity, the class can discuss these and other reasons for unemployment and whether with training or recovery of health some of the people pictured might be able to do the jobs available.

Ho-de-Ho

by Lawrence Kogan

The musical score for 'Ho-de-Ho' is written in 2/4 time with a key signature of one sharp (F#). It consists of five staves of music. The first four staves contain the main verses, and the fifth staff is the refrain. The melody is simple and catchy, with a mix of quarter and eighth notes. The lyrics are written below the notes.

Come and watch the bak-er as he bakes what fun

Flo-ur milk some eggs and yeast the bread is done

He bakes when we're sleep-ing all the rolls so fine

So we'll have them fresh to eat at break - fast time

REFRAIN

Ho-de-Ho Ho-de-Ho It's Mis-ter Bak-er who bakes the dough

Ho-de-Hi Ho-de-Hi It's Mis-ter Bak-er who bakes the pie.

Father was a baker man, and his father too.
Each learned from the other how to be a baker true.
They made éclairs, chocolate puffs,
And such apple tarts.
When you smell the friendly smell
You'll lose your heart.

Ho-de-ho, ho-de-ho,
It's Mr. Baker who bakes the dough.
Ho-de-hi, ho-de-hi,
It's Mr. Baker who bakes the pie.

A pinch of salt, a bit of spice, into the oven red,
And in just a little while out comes a gingerbread.
Now a heap of flour and, for goodness sake,
In a little while out comes a seven-layer cake.

Ho-de-ho, ho-de-ho,
It's Mr. Baker who bakes the dough.
Ho-de-hi, ho-de-hi,
It's Mr. Baker who bakes the pie.

Lesson 26

What I Want to Be

Purpose of the Lesson

1. To help children discover that there are many jobs from which people can choose.
2. To help children discover that there are many reasons why a person might choose his job: the job is steady; it pays well; it is satisfying work; it requires his special talents.
3. To remind children that jobs are constantly changing as new inventions create new industries and old industries disappear.

Reinforcing the Recorded Lesson

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. If you were to choose a job, what would you like to be?
2. What are some of the reasons for which people choose their particular jobs? (High pay, steady work, job satisfaction, use of particular talents.)
3. Is one reason better than another? (No. It all depends on the individual and what is important to him.)
4. Why is it important that we always try to do our work better and better? (When we produce more and better goods and services, things are better for everybody.)
5. Why do people change jobs? (They may not like the job they have; a business closes down; new kinds of jobs open up; they can get higher wages elsewhere.)
6. What did the wood carver mean when he said, "I never worked a day in my life and I never will"?

Activities

1. To help the children discover the variety of jobs from which they

can choose and the reasons people have for making their choices, the teacher can ask certain children to find out what kind of work their fathers or mothers do and why they have chosen these jobs. (The teacher should try to get as wide a variety of occupations as possible.) The next day the children can report either orally or in writing. After their reports have been read or stories told, the teacher can write on the blackboard "People Choose Their Jobs Because . . ." and place underneath the special headings "They Like Their Jobs," "They Have Special Talents," "The Job Pays Well," "The Job Is Steady." The class can discuss which reason seemed most important to the parents in each case.

2. To help the children discover some of the reasons for which people choose particular jobs, the teacher can invite any of the parents who have especially interesting occupations to visit the class and tell the children what they do and why they chose their job. Afterward the class can discuss whether they would like to do such work.
3. To help the class discover that more is involved in choosing a job than simply liking it, the teacher can have the children discuss what each of them wants to become. The discussion should bring out that there is no longer any need for some jobs (pony express rider, for example) and that some jobs, though they may be needed in the future, are not practical choices today (pilot on a spaceship to the moon, for example).
4. To acquaint the children with a variety of occupations, the teacher can read the poems about various occupations to the class. After each poem the class can discuss the following questions concerning the job described. Would you like to have this job? Why? Do you think many people are needed for the job? Do you have to have much training for the job? Is it steady? Does it pay well? Is it dangerous? Is the job that of a businessman or of an employee? What is the difference between them? Some poems may require explanation or expansion by the teacher. After the discussion some of the children may want to make up their own verses about what they want to be, or draw their own illustrations for the poems.

5. As a reinforcement of the idea that there are many jobs from which to choose, the class can play the game "Who Knows More Jobs?" Two children stand up in the classroom and alternate telling the names of kinds of jobs or specialists, such as doctor, nurse, teacher, seamstress, carpenter. When one child fails to think of a job name, he sits down and another child rises to challenge the standing child. The game can also be played in the form of an old-fashioned bee, with all the children standing and calling out the name of a job in turn. Each child who fails to think of a job name not yet mentioned must sit down. The game should bring out the names of some jobs not mentioned in the class reading or discussion, and after the game these new jobs and their merits can be discussed by the class.
6. To stimulate the children's imagination regarding job choices, pairs of them can act out jobs that they would like to do. After their classmates have guessed what job they have acted out, the players tell why they would choose the job. The class can also discuss whether the job involves production of goods or production of services.
7. To stimulate the children's imaginations regarding job choices, the teacher can have the class make picture stories of the jobs they would like to do. After making the drawings, the children can tell why they chose the jobs they did and the class can discuss their reasons.
8. To acquaint the children with many different jobs, the teacher can encourage them to read about different occupations (in books like the "I Want to Be. . ." series in the bibliography) and report back to the class about a particular job described: whether it is dangerous, whether much training is needed, whether it is important, whether they would like to do it and why.
9. As a reminder that there are many jobs from which to choose, the class can read the story "What Shall I Be?" on page 265 of the text. Afterward the class can discuss which jobs would need more schooling or training and which less. The teacher can ask such questions as: Who would be most likely to get the kind of job he wanted—one who went to school a long time and learned a great deal, or one who went to school for only a short time and did not learn much? Could just anyone be a doctor? Why not? Could just anyone be an airplane pilot? Why not? And so on, until the need for training is clear to the children.
10. To reinforce the idea that there is a wide range of job choices today, the children can cut pictures of people doing different kinds of work

from magazines. From the pictures they can prepare a display entitled "People at Work." The display should show as wide a range of jobs as possible. Afterward the class can discuss whether so many jobs would have been available long ago and whether specialization calls for more kinds of jobs. The class can also discuss the reasons the people in the pictures may have had for choosing their jobs.

11. To remind the children that the jobs people do change as new inventions create new industries and trades while old ones disappear, the teacher can read the poem "Going Places" to the class. Afterward the class can discuss how the introduction of cars and airplanes and their widespread use today have affected the number of men needed to run trains. The discussion should bring out that it might not be wise to choose a job where fewer people are needed. On the other hand, since more airline pilots and stewardesses are needed because more people fly today, these occupations would perhaps be better choices than that of railroad fireman.
12. To remind the children that jobs change when new inventions come along, the teacher can have the class reread the story "Why There Are So Few Blacksmiths" on page 213 of the text. Afterward the class can discuss other jobs that are less in demand today and what job they might choose to do instead. For example, instead of being a blacksmith, they might want to be an auto mechanic; instead of a coal miner, an oil driller; instead of a circus performer, a television actor or actress.
13. To remind the children that jobs change when new inventions are discovered, the teacher can have the class reread the story "How Producers Changed" on page 203 of the text. Afterward the class can discuss whether they think jobs will be the same when they grow up as they are today.
14. To reinforce the idea that specialization and invention make for greater choice of jobs, the class can compare the choice of jobs open to Eskimos, Bushmen, Pueblo Indians, and the pioneers with the choice of jobs open to us today.
15. The following activity can be completed in the Activity Book 26A: "Why People Choose Their Jobs." The children should be able to distinguish jobs that are steady from those that are not, and jobs that require special talents from those that do not. After completing the activity, the class can discuss how these factors affect job choice. The discussion can also be expanded to

include the question whether or not the job pays well. This is an important consideration, but, as the discussion may bring out, what seems a well-paying job to one person may not to another.

Stories, Poems, Songs

The Dentist

by Rose Fyleman

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I like to be a dentist with a plate upon the door
And a little bubbling fountain in the middle of the floor;
With lots of tiny bottles all arranged in coloured rows
And a page-boy with a line of silver buttons down his clothes.

I love to polish up the things and put them every day
Beside the darling chests of drawers all tidily away;
And every Sunday afternoon when nobody was there
Should go riding up and down upon the velvet chair.

The Cobbler

by Eleanor Chaffee

"The Cobbler," by Eleanor Chaffee, *American Junior Red Cross News*, 1938, by permission of the author.

Worn-out heels	He patches up
And scuffy toes	The broken places,
Repair all the kinds	Sews the seams
Of shoes he knows.	And shines their faces.

Manual System

by Carl Sandburg

from *Early Moon*, by Carl Sandburg, copyright 1930 by Harcourt, Brace & World, Inc.; © 1958 by Carl Sandburg. Reprinted by permission of the publishers.

Every man has a thingamajig clamped on her ears
And sits all day taking plugs out and sticking plugs in.
Whistles and flashes—voices and voices calling for ears to pour words in.
Faces at the ends of wires asking for other faces at the ends of other wires.
All day taking plugs out and sticking plugs in,
Every man has a thingamajig clamped on her ears.

The Postman

by Laura E. Richards

"The Postman," from *Tirra Lirra*, by Laura E. Richards. Published by Little, Brown and Company.

Hey! the little postman,
And his little dog,
Here he comes a-hopping
Like a little frog;
Bringing me a letter,
Bringing me a note,
In the little pocket
Of his little coat.

Hey! the little postman,
And his little bag,
Here he comes a-trotting
Like a little nag;
Bringing me a paper,
Bringing me a bill,
From the little grocer,
On the little hill.

Hey! The little postman,
And his little hat,
Here he comes a-creeping
Like a little cat.
What is that he's saying?
"Naught for you to-day!"
Horrid little postman!
I wish you'd go away.

My Policeman

by Rose Fyleman

From *The Fairy Green*, by Rose Fyleman. Copyright 1923 by George H. Doran Company. Reprinted by permission of Doubleday & Company, Inc., and The Society of Authors.

He is always standing there
At the corner of the square;
He is very big and fine
And his silver buttons shine.

All the carts and taxis do
Everything he tells them to,
And the little errand boys
When they pass him make no noise.

Though I seem so very small
I am not afraid at all;
He and I are friends, you see,
And he always smiles at me.

Once I wasn't very good
Rather near to where he stood,
But he never said a word
Though I'm sure he must have heard.

Nurse has a policeman, too,
Hers has brown eyes, mine has blue,
Hers is sometimes on a horse,
But I like mine best, of course.

General Store

by Rachel Field

"General Store," copyright 1926 by Rachel Field, from *Taxis and Toadstools*, by Rachel Field. Reprinted by permission of Doubleday & Company, Inc.

Some day I'm going to have a store
With a tinkly bell hung over the door,
With real glass cases and counters wide
And drawers all spilly with things inside.
There'll be a lot of everything.
Bolts of calico, balls of string;
Jars of peppermint; tins of tea;
Pots and kettles and crockery;
Seeds in packets; scissors bright;
Kegs of sugar, brown and white;
Sarsaparilla for picnic lunches,
Bananas and rubber boots in bunches.
I'll fix the window and dust each shelf,
And take the money in all by myself,
It will be my store and I will say,
"What can I do for you today?"

The Policeman

by Marjorie Seymour

"The Policeman," from *Do You Remember?* by Marjorie Seymour Watts. Copyright 1926 by Bruce Humphries, Inc.

He never used to notice me
When I went by, and stared at him.
And then he smiled especially,
And now he says, "Hello there, Jim."

If he becomes a friend of mine,
And I learn all I ought to know,
Perhaps he'll let me turn the sign
And make the people Stop! and Go!

Engineers

by Jimmy Garthwaite

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Pistons, valves and wheels and gears
That's the life of engineers
Thumping, chunking engines going
Hissing steam and whistles blowing.
There's not a place I'd rather be
Than working round machinery
Listening to that clanking sound
Watching all the wheels go round.

The Ice-Cream Man

by Rachel Field

"The Ice-Cream Man," by Rachel Field, copyright 1926 by Doubleday & Company, Inc. from the book *Taxis and Toadstools*, by Rachel Field. Reprinted by permission of Doubleday & Company, Inc. publisher.

When summer's in the city,
And brick's a blaze of heat,
The Ice-Cream Man with his little cart,
Goes trundling down the street.

Beneath his round umbrella,
 Oh, what a joyful sight,
 To see him fill the cones with mounds
 Of cooling brown or white:

Vanilla, chocolate, strawberry,
 Or chilly things to drink
 From bottles full of frosty-fizz,
 Green, orange, white, or pink.

His cart might be a flower bed
 Of roses and sweet peas,
 The way the children cluster round
 As thick as honeybees.

Going Places

by William Rader

We once rode trains both near and far
 But now we go by plane and car.

Because we choose to go this way
 Fewer men work on trains today.

The following four poems are from *The Barnes Book of Nursery Verse*, edited by Barbara
 Ireson. Copyright 1960 by A.S. Barnes & Co., Inc.

A sailor went to sea
 To see what he could see,
 And all that he could see
 Was sea, sea, sea.

Anon.

Sam, Sam, the butcher man,
 Washed his face in a frying pan,
 Combed his hair with a wagon wheel,
 And died with a toothache in his heel.

Anon.

Cobbler, Cobbler, mend my shoe,
 Let it done by half past two;
 Stitch it up, and stitch it down,
 When I'll give you a half a crown.

Anon.

Father, may I go to war?

Yes, you may, my son;
 Wear your woolen comforter,
 But don't fire off your gun.
 Anon.

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- | | |
|--------------------------------|----------------------------------|
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| <i>Animal Doctor</i> , 1956 | <i>News Reporter</i> , 1958 |
| <i>Baker</i> , 1956 | <i>Nurse</i> , 1957 |
| <i>Ballet Dancer</i> , 1959 | <i>Orange Grower</i> , 1956 |
| <i>Baseball Player</i> , 1961 | <i>Pilot</i> , 1957 |
| <i>Bus Driver</i> , 1957 | <i>Policeman</i> , 1958 |
| <i>Carpenter</i> , 1959 | <i>Postman</i> , 1958 |
| <i>Coal Miner</i> , 1957 | <i>Restaurant Owner</i> , 1959 |
| <i>Cowboy</i> , 1960 | <i>Road Builder</i> , 1958 |
| <i>Dairy Farmer</i> , 1957 | <i>Scientist</i> , 1961 |
| <i>Dentist</i> , 1960 | <i>Ship Captain</i> , 1962 |
| <i>Doctor</i> , 1958 | <i>Space Pilot</i> , 1961 |
| <i>Farmer</i> , 1959 | <i>Storekeeper</i> , 1958 |
| <i>Fireman</i> , 1957 | <i>Teacher</i> , 1957 |
| <i>Fisherman</i> , 1957 | <i>Telephone Operator</i> , 1958 |
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Lesson 27

Some People Work Away from Home Without Receiving Income

Purpose of the Lesson

To help children discover that—

1. Many people volunteer to do work away from home without receiving income.
2. People who volunteer to do work away from home without receiving income derive pleasure from the good they do.
3. Volunteer work is important to a free society.
4. Volunteering requires that we think of others.

Reinforcing the Recorded Lesson

To reinforce the main ideas of the recorded lesson, the teacher can raise the following questions for discussion.

1. Who are volunteer workers? (People who do useful work without expecting any income from it.)
2. Why were the people of Wabashville worried? (They had no protection against fires.)
3. How did the people of Wabashville get their fire department? (They collected money through voluntary contributions.)
4. After they bought the fire engines, hoses, uniforms, helmets, and firehouse, the people felt safe. Were they really safe? (No. They didn't have any firemen.)
5. How did the people of Wabashville get firemen? (Some of them volunteered to put out fires whenever there were any.)
6. Were the people who volunteered for the fire department selfish? (No. Their volunteer jobs were inconvenient and dangerous, and meant that they had to sacrifice some of their time to help others.)
7. Did the volunteers take care of just their own houses? (No. They volunteered to help put out fires all over town.)

8. If no one had volunteered to donate money and time to fire protection, what else could the people of Wabashville have done? (Either make a rule that everyone had to pay taxes to hire full-time firemen, or go without fire protection.)
9. Do you think that those who volunteered to be firemen got pleasure from volunteering? (Yes, because they knew they were doing something to make their whole town a better place to live in.)
10. Would you rather volunteer to do something or be forced to do something?
11. Can anyone be a volunteer? (Yes—rich and poor, young and old.)
12. What kind of volunteer work did the grownups in the story do? (They put out fires.)
13. What kind of volunteer work did the children in the Halloween story do? (They collected money for needy children far away.)
14. Can you think of other kinds of volunteer work that you or grownups could do?

Activities

1. To help the children discover that many people volunteer to do work away from home without receiving income, the teacher can have them ask their parents what volunteer work they do. (The teacher may want to send a note home with the children explaining that work done for the PTA, churches, charity collections, fraternal and civic organizations, neighborhood groups, and other such groups all comes under the heading of volunteer work. Such a reminder will help in getting as many replies, and as great a variety of replies, as possible.) The children can then tell the class about the work their parents do. Afterward the class can discuss the variety of work done and its importance to the community.
2. To help the children discover that many people volunteer to do work away from home without receiving income, the teacher can have

them discuss the fact that young and old, rich and poor—indeed anyone who has learned to think of others—can be a volunteer. The class can prepare a cutout mural entitled “Everyone Can Be a Volunteer.” The mural should illustrate a great variety of volunteer activities, such as adults painting a church or holding a church bazaar; a father refereeing a Little League game; a den mother; a Salvation Army band on a street corner; a mother or father collecting money for the March of Dimes, the Heart Fund, or some similar cause; children assembling canned goods for the needy; children helping in a neighborhood cleanup campaign; Gray Ladies helping at a hospital; young men volunteering for military service; men bolstering dikes with sandbags to hold off a flood.

3. To show that children can participate in volunteer work at home, the class can read the story “We Will Do It!” on page 269 of the text. Afterward the teacher can pose the following questions for discussion: Did Betty, Jane, and Ted feel good about helping their mother? Do you think children who volunteer to help at home are more likely to be volunteers when they grow up than those who don’t offer to help? Are those who help others happier than those who don’t? Who were the producers in the story? Who were the consumers?

4. To help the children understand that those who volunteer to do work away from home derive pleasure from the good they do, the teacher can describe for the class the activities of the Peace Corps. (Information is available on request from Peace Corps, Washington 25, D.C.) The teacher may also make up a story on this topic. Afterward the class can discuss how Peace Corps volunteers give their time and energy doing hard jobs far away while they could earn far more money doing easier jobs right in their own hometown. These volunteers are pleased with their jobs because they know that they are really helping people who need it very much. To help the children understand how much training is needed, the class can also discuss how the volunteers must learn the language and habits of the people they are sent to help in faraway countries.

5. To help the children discover how volunteers play an important part in their everyday life, the teacher can have the class discuss volunteers who help to make their schools better. As various groups are discussed, the class can prepare a mural entitled “Volunteers Who Make Our School Better.” The discussion and mural should cover three groups of volunteers:

- a) Child volunteers help their teachers with classroom tasks. They work on the student council, play in the band, serve as patrol boys, and do other helpful jobs.
 - b) Parent volunteers accompany children on field trips and help the school through parent-teacher organizations and other activities.
 - c) Members of the school board volunteer their time to try to make the schools as good as possible.
6. To show how volunteers play an important part in the life of their community, people from various private welfare agencies can be invited to tell the children how their parents’ money, given voluntarily, and the work of volunteers in the agencies are combined to make their community a better place to live. (The teacher can ask such visitors to relate some case histories with human interest so that the work will be easier for the children to grasp.) Afterward the class can discuss what would happen if there were no such agencies.
 7. To help the children discover the role of some of the volunteer organizations in their community, the teacher can have those children whose parents belong to civic or fraternal organizations such as the Elks, Lions, Moose, Rotary, Kiwanis, VFW, American Legion, Society for the Prevention of Cruelty to Animals, and Legal Aid Society find out what kind of volunteer work their parents’ organizations do to make their community a better place to live in. The children should then report their findings to the class. If possible, some of the parents might come to the school to describe their activities in more detail.
 8. As a reinforcement of the ideas in Activities 5 and 6, the children can retell in their own words and illustrate the stories told by their parents or by the welfare agency workers.
 9. To help the children discover other kinds of volunteer work done in their community, the teacher can have them ask their Sunday school teachers or clergymen what kind of volunteer work religious groups do. The children can report their findings to the class, which can then discuss how the volunteer activities of the various religious organizations aid their community.
 10. To show how volunteers help make our country a better place to live in, the class can invite a representative of the League of Women Voters or someone else who is active in public affairs on a voluntary basis to tell about how much time and energy are spent in political

activity, and how some people spend their free time working to make their community better through better government. (The teacher should of course make sure that the talk is completely nonpartisan.) Afterward the class can discuss the need for such activity.

room movie. The children can draw pictures to represent each incident in the story. (Every child should have at least one picture in the final movie.) The pictures can then be assembled and pasted in sequence on a long strip of wrapping paper cut to the desired width. A box equipped with two wooden rollers can be used to show the movie strip. The movie is rolled round one of the rollers like a window shade. This roller is set in the top of the box (an old vegetable crate will do) and the movie strip pulled down across the front of the box and attached to the second roller, which is set in the bottom of the box. The teacher or a child operates the movie by turning the bottom roller to bring the pictures down across the front of the box for the class to see. The teacher can compose an accompanying narrative for each picture, and one of the children can read it as the movie is being shown.

11. To help the children discover how volunteers help defend our country, the teacher can have those children whose fathers, grandfathers, uncles, or older brothers volunteered to serve in the armed forces ask them why they did so and how they helped defend our country. These children can report to the class, which can then discuss how important such volunteers are to our defense. (The teacher can point out to the class that a large part of the armed forces consists of volunteers.)

12. To help the children understand that volunteering requires us to think of others, the teacher can read the story "The Leak in the Dike" to the class. After the story has been read, the class can discuss the other things that Peter could have done. (He could have gone home, where his mother was waiting with his dinner. He could have played in the garden with his little brother and sister.) The discussion should bring out that Peter stayed to plug the hole in the dike because he thought of other people and how they would suffer if he let the water through.

15. To help the children understand the difference between truly voluntary activity and activity that we engage in because a rule has been made, the teacher can read the story "The Tiny Little Town" to the class. Afterward the class can discuss the difference between the way the people in the Tiny Little Town obtained funds and how the people in the story "The Big, Big Shopping List" did so. The class can also discuss the alternatives to voluntary contributions, namely, taxes or no park at all.

13. To give the children a real-life example of sacrifice for the good of others, the teacher can read the story "Kula and the Doctor" to the class. After the story has been read, the class can discuss what Dr. Schweitzer had to give up in order to go to help the people in Africa (his comfortable European home, the chance to play his beloved Bach on good organs, the company of his family and friends, and all the things that go with "home"). The class can then discuss how Dr. Schweitzer's work benefits the area (Gabon) where he practices, and how much better off the people are because he volunteered to work for them.

16. The following activities can be completed in the Activity Book.

14. To help the children discover that volunteering requires us to think of others, the teacher can tell about recent acts of heroism and discuss them with the class. The discussion should bring out that these people went out of their way and braved danger to help others. Some of the stories might be suitable for illustration. The children can draw cartoon sequences of the events and display them around the room. These stories of heroism can also be adapted to a class-

a) 27A: "Which of These People Might Be Volunteers?" The children should be able to distinguish between those who are doing their regular jobs for pay and those who are probably performing volunteer work. After completing the activity, the children can discuss whether or not they would like to do the volunteer work pictured. The discussion should bring out that those who want to do such work would not receive money as their reward but rather the satisfaction of helping others.

b) 27B: "How Can Volunteers Help?" The children should be able to match the volunteers with the situations. After completing the activity, the class can discuss just how the volunteers could help in the situations pictured. The discussion can be expanded to take in other examples of volunteer work and how this work makes the whole community a better place to live in.

The Leak in the Dike

by Dorothy Senesh

adapted from "The Leak in the Dike," a poem by Phoebe Cary

In a faraway land called Holland, there are windmills and tulips, and boys and girls who wear wooden shoes. The land there is flat. It is so low that the people have built high walls, which they call dikes, to keep the ocean from rolling in over their fields and washing away their farms.

Late one afternoon, in this country where the dikes keep out the ocean, a boy named Peter was playing in the garden with his little brother and sister. His mother called him.

"Peter! Come take these cakes to the poor old blind man who lives near the dike. There's plenty of time for you to run there and back before father gets home for supper."

Peter took the basket of warm cakes from his mother's hand and hurried off by the shortest way he knew. He wanted to get to the blind man's house fast, so that he could stop on the way home and pick flowers. Peter sang and whistled as he hurried along. Even before he could knock on the blind man's door, the door opened. The blind man leaned out smiling to hear Peter's cheerful songs. How glad the blind man was when he heard Peter say:

"My mother made some good cakes today, sir, and she wants you to have these for your supper."

"Come in, boy," said the blind man.

"No, thank you," answered Peter. "My father will soon be home for supper. Besides, it's getting late. Goodnight, sir."

Peter hurried along the path that lay at the edge of the fields and next to the dike. The sun was setting fast and was changing the purple-black fields to a warm red-orange color. Peter stopped from time to time to pick some flowers for his mother. How good the air smelled! Sometimes it smelled of the rich earth and the green growing things, and sometimes of the salty air from the ocean. The wind was blowing in from the ocean. Peter listened to the waves pound and smash on the other side of the big dike.

"I know why you're so angry," said Peter to the ocean. "You'd like to break down our dike and roll over our land and spoil our farms, but you can't. Our big dikes are strong. They keep you out. That's why you're angry."

Then suddenly Peter thought he heard something else—a little sound. He listened, hardly daring to breathe. Sure enough, he heard the sound of

water trickling. He strained his eyes and his ears. Quickly he found a little trickle of water on the side of the dike.

A leak! A leak in the dike! Peter knew that this little trickle of water could grow into a big flood. Before the night was over, that little leak could open wide and let the ocean waves crowd in.

Peter shouted and called, but no one was nearby to hear him. Should he go on home? His family would be waiting for him for supper. But maybe by the time he got home, this little trickling would have grown into a big flood. No! He must stay here and try to plug up that leak.

He looked around. There was nothing there to plug up the hole in the wall. He stuck his finger in the hole. Then he began to shout for help. But no one heard him.

Soon it was dark and it began to rain. Peter kept his finger in the leak and curled closer to the dike. He thought of his father and mother at home, of his sister and brother. He thought of how, when the night was over, they would come to find him. He thought of many things, but one thing he would not let himself think. He must not think of leaving the dike.

He must stay here and hold out that wicked ocean. It must not be able to steal in quietly during the night to destroy the fields with its salt water and wash away the farms while the people slept. No! Here he must stay. Just as the soldier must be brave, so he, Peter, must be brave. Finally Peter's thoughts and his dreams got all mixed up and he dropped off to sleep.

And what was happening in Peter's home all this time? Peter's mother thought it was strange that Peter did not come back for supper. Perhaps he had stopped too long to chat with the blind man and darkness had come before he could start home.

"I must not worry," thought his mother. "Peter is a good and sensible boy. What he has decided to do is right, I'm sure. Only he usually lets me know what he is going to do. Still I must not worry."

It got later and later. Finally Peter's father took a lantern and went out to look for Peter. After a long time he came home. He could not find Peter anywhere.

At last the early morning light came. Peter's mother got up and went outside to look in the direction of the blind man's house. She saw something moving on the path, coming closer. Then she saw it was several people. When they came nearer she saw that one of the men was carrying a little boy.

Peter's mother was frightened and she ran down the path to take Peter from the man's arms.

"Give thanks, good mother," said one of the men, "for Peter has saved our land, and God has saved his life!" And there in the early morning

light, they all gave thanks to God for Peter's bravery. And they all gave thanks that Peter was alive.

This happened many, many years ago; but even today, when the wind rises and blows the waves hard against the dikes, boys and girls in Holland think about the story of brave Peter and how he saved the land. These boys and girls tell themselves that they too must be brave if ever a time comes when they are needed.

And Peter's bravery

"... shall be sung by the cradle,
And told to the child on the knee,
So long as the dikes of Holland
Divide the land from the sea!"

Kula and the Doctor

by Jeanne Stoner

Kula was very frightened. He was lying in the bottom of his father's canoe, which was moving quickly through the waters of the jungle river. Kula was not afraid of the river, or of his father's canoe. He had ridden in the canoe many, many times. But the canoe was taking Kula to the great doctor's hospital, and Kula was afraid of the great doctor. The great doctor was not from Kula's tribe. He was not from any tribe in the jungle. People said that the great doctor had come from far, far away on a big boat which had traveled a long, long time over the great water until it brought him to the jungle river.

Kula's family was bringing him to the great doctor's hospital on the jungle river because the little boy had had sores on his feet—sores that would not go away. The witch doctor in Kula's village had put mud on Kula's feet; then he had put a dreadful mask over his head and shrieked and danced around Kula to frighten the evil spirits out of his feet. But the sores and the pain did not go away; Kula's feet swelled and hurt so much that he could not walk. Many sick people in Kula's village had gone to the great doctor's hospital and had come back well, so Kula's mother decided to take him there.

Kula did not like to think of the great doctor. What a fearful man the great doctor must be if he could frighten away the evil spirits better than the witch doctor!

Ahead of them on the riverbank Kula saw many buildings, and as they got closer, he saw along the shore many, many canoes. Kula's father steered his canoe toward the buildings. They landed and Kula's father lifted him out of the boat and carried him up a long winding street between long, low buildings. Kula's mother and little sister followed.

There were a lot of people in the streets, some sitting on the steps of the buildings, some sitting on the ground. Some mothers were cooking food over little fires; some were standing. These people spoke in a language Kula could not understand. There were old men, old women, young mothers and their babies, boys and girls, and even dogs, and deer, and ducks, and porcupines, and wild pigs.

Kula's father asked where the great doctor was. The people pointed to a building. While Kula's family waited in the building for the doctor, Kula shut his eyes tight. In a little while he heard the great doctor come in. Kula was surprised when he heard the doctor say quietly in Kula's language: "Don't be afraid, Kula. We will not hurt you. Your feet will be well again and soon you will be running and playing with your friends."

Kula opened his eyes. The great doctor did not wear a mask at all! The doctor's hair was white like snow on faraway mountains, and his eyes sparkled like the sun on the river. How could this doctor frighten away any evil spirits? The doctor did not even frighten him.

The great doctor's hands were gentle as they touched his feet and his legs. He washed the mud off Kula's feet and put something on them that burned a little. Then the doctor wrapped them in clean cloth. Kula could not understand how the evil spirits could ever get out of his feet if they were all wrapped in by the cloth. But the doctor said that the bandages must stay on, and Kula left them alone.

Kula had to stay in the hospital for a week. His father went back to his village, but Kula's mother and little sister stayed in the hospital with him. They had brought a grass mat from home. They slept on the mat beside Kula's bed, and Kula was not frightened at all. By the end of the week Kula's feet were much better. The evil spirits had gone away. When Kula's father came back, Kula was able to walk to the canoe and his feet did not hurt at all. Now when they got back to their village, Kula would be able to run and play again with his friends.

Kula was just one of the many people whom the great doctor in the jungle helps every day. Sick people from many tribes and villages come to ask for his help, and he always helps them. They even bring him animals or birds that are hurt.

The great doctor came to the jungle many, many years ago when he was a young man. He came to help the jungle people because there were hardly any doctors in the jungle. Now he is an old man. There are nurses and other doctors who work with the great doctor in his hospital because they, too, want to help the jungle people.

It is not easy to live and work in the jungle hospital. All the water comes from a well, which has to be pumped. The hospital has very few machines, because the weather is too hot and too wet for machines to work well or very long. The work is very hard, and because of the hot,

wet weather, people are often uncomfortable. Then why does the doctor stay here? He does not have to stay here; but he stays, and works hard, because he wants to help the jungle people.

At the end of a hard day's work, the doctor likes to go to a room where he plays beautiful music on the organ. In the evening he sometimes studies or writes books. Often he writes letters to the many people who write him from all over the world. These people want to tell him what good work he is doing. They know that the great doctor has respect for all living things—for people, for animals, for insects. He believes that they should all be treated with kindness.

Many people all over the world love the great doctor. Do you know his name? His name is Dr. Albert Schweitzer.

The Tiny Little Town

by Jeanne Stoner

Once upon a time there was a tiny little town. The tiny little town had tiny streets and tiny houses. The tiny people who lived in the tiny little town liked it very much. They always said they thought they would rather live in their tiny little town than anywhere else in the world.

But the tiny little children in the tiny little town weren't so happy. They had no place to play. There wasn't even one tiny little park in their tiny little town. "Oh," said the children in their tiny little voices, "how we wish we had just one tiny little park to play in."

"The children are right," said the tiny little mothers and fathers. "They have no place to play. We surely should have a park. That would be a safe place to play. We should have a park for the children, with swings and slides and a sandbox. We would enjoy going to the park too. In the summer we could have picnics in the park."

Everyone wondered why no one had thought of having a tiny little park in their tiny little town before.

The mothers and fathers went to see the tiny little mayor of the tiny little town.

"We need a park for our town," they told the mayor.

The tiny little mayor agreed. He thought a park was just what the tiny little town needed.

"But we have no money for a park," said the tiny little mayor. "We have to have money to buy the land for a park. We have to have money to buy the swings and slides and sandboxes for the children to play with. We have to have money to pay the people who will take care of the park for us."

"Oh dear," said the tiny little people. "This is a great big problem. Where will we get the money for our tiny little park?"

The tiny little people thought and thought and thought. But no one could think of an answer for their great big problem. They went back to their tiny little houses and they were all a tiny bit sad, because they really wanted to have just one tiny little park for their tiny little town.

One day a man came to visit the tiny little town. He heard about the great big problem, and he said, "Why doesn't each of you who can, give a tiny bit of money to pay for the tiny little park? If everyone who can gives a tiny bit of money, I am sure you will have enough. Then you can have your tiny little park."

The tiny little people shouted, "Hurray! Now we have an answer for our great big problem. We will all give as much money as we can and soon we will have our tiny little park."

And that is just what they did. Every tiny little family that could gave their tiny bit of money. Soon there was enough money to buy a tiny bit of land for their tiny little park. There was enough to buy tiny little swings and slides and sandboxes. There was even enough to pay two tiny little gardeners to keep the tiny little park neat and pretty.

Now the tiny little children in the tiny little town were very happy. They ran and played and jumped in the tiny little park. The tiny little people were very happy too. Now they had a tiny little park for all their tiny little children. They were proud that their tiny little town had so many good-hearted people who had given their money to make their tiny little town a better town to live in.

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Books

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Lesson 28

Some Things to Remember

Purpose of the Lesson

1. To review with the children the major points covered in the year's work.

The various review activities suggested below should provide the children with a summary of what they have learned during the year. In repeating the stories or activities, the teacher should always bear in mind that the discussions connected with them can be expanded beyond the scope of the original because the children's knowledge is now broader, and they are aware of a greater number of factors that may play a role in a particular story or activity. The teacher should choose for review ideas which seem to have caused the children difficulty or concerning which the children's memories seem most in need of refreshing.

The activities listed below under the heading "Specific Activities" have been selected to remind both the teacher and the class of the broad scope of the year's work. Although the main theme of the program is economics, many important sociological, historical, political, geographic, and anthropological understandings cluster about this economic core. The family as a social unit is considered in Activity 1. The sociological aspect of rules is covered in Activity 18; the role of government in making and enforcing rules, thus providing the order that is needed for economic endeavor, is discussed in Activity 20. The impact of geographical environment and elements of anthropology are presented in Activity 7. Representative government is discussed in Activity 21. How historical forces have changed ways of life is considered in Activity 25.

In the course of the review the interaction of various elements—economic, political, sociological, historical, geographical, and anthropological—should become clear, and the basis laid for a comprehensive social studies program in the years to follow.

General Suggestions

1. The teacher can replay the story portions of various recorded lessons to refresh the children's memories, and to help them rediscover the importance of the main points contained in the stories. Or, using the pictures in the text as a guide, the children can retell in their own words the stories contained in the recorded lessons. After each story has been played or retold, the class can discuss its major points. The teacher should choose for replaying or retelling the stories containing material that the class needs to review.
2. The class can review what it learned from each of the classroom visitors during the year. The children can retell what a particular visitor had to say. Afterward the class can discuss how what the visitor said fits in with various things that they have learned since his visit.
3. If the teacher has saved any of the charts and displays prepared during the year, these can be used to refresh the children's memories on specific points. Each of the displays should be discussed by the class both in its original context and in the light of what the class has learned since it was first used.
4. The teacher can reread the stories in this book that illustrate points the class needs to review. Discussions should be more comprehensive than those originally suggested, in order to include consideration of factors introduced after the stories were first used.
5. Stories contained in the text can be reread by the class. Since these stories are limited in scope, the discussion following the reading should concentrate on a review of those points specifically suggested in the original activities connected with them.
6. Various discussion pictures in the text can be profitably reviewed. The originally suggested discussion can often be expanded to include material learned later.

Specific Activities

The following specific activities performed during the year can be repeated to particular advantage.

1. As a reminder to the children that families change in size, income, and tastes, the class can review the discussion pictures on pages 174–75 of the text. The discussion can follow the lines suggested in Activity 9 of Lesson 1 and perhaps be expanded to include possible reasons for change in income (more training, experience, going into business, and others).
2. To remind the children that all over the world people wish for more than they can have, members of the class can retell the story “The Fisherman and His Wife.” Afterward the class can discuss this universal problem and the importance of learning how to make good choices. To review choice making itself, the class can replay the game described in Activity 13 of Lesson 10, or reenact the play contained in Activity 7 of Lesson 10.
3. As a reminder of the difference between producers of goods and producers of services, the class can repeat the guessing game contained in Activity 13 of Lesson 13. In playing the game, the teacher can now include a great many more occupations with which the children have become familiar in the course of the year’s work. As a preface to the game, the class should review the meaning of the terms *useful work*, *goods*, and *services*.
4. As a reminder of the meaning of division of labor (dividing the work) and of the way it helps us to work faster and better, the class can repeat the packing of Junior Red Cross packages or some similar work as described in Activity 5 of Lesson 5. After completing the activity, the class can discuss the greater efficiency of dividing the work and how each participant becomes a specialist in a particular operation. If the class has packed real Red Cross packages, the children can discuss the importance of their volunteer work to the community.
5. As a reminder that there is division of labor both between occupations within a community and between different communities and areas in the world, the class can discuss various occupations within their own community and how they depend on each other. (Material covered in Activities 1 and 5 of Lesson 13 will be helpful here.) The class can then discuss the role that transportation and trade between communities play in our lives. (Material covered in Activities 10, 11, and 12 of Lesson 14 will be helpful.) To remind

the children that much of the specialization and division of labor between communities comes because some areas are more suitable for certain occupations than others, the teacher can have the class review the material covered in Activity 14 of Lesson 13.

6. To remind the children that producers often help nonproducers, the teacher can reread the story “The Brown Family” from Lesson 4 to the class. The discussion afterward can follow the lines laid down in Activity 7 of Lesson 4. Now, however, the general discussion can deal in greater detail with the work of charitable organizations, government, and others in helping nonproducers. (Material for such a discussion can be found in Activities 9 and 10 of Lesson 25.)
7. To remind the children of the influence on people’s lives of environment and people’s ability to change it, the teacher can reread the stories on the Eskimos, Bushmen, and Pueblo Indians in Lesson 3. Afterward the class can discuss how the surroundings affect the way these peoples obtain food, clothing, and shelter, their means of transportation, and their use of free time. The class can also discuss how these peoples’ ability or lack of ability to change their environment depends on their willingness to learn, to accept new ideas (innovation), and to trade with others.
8. As a reminder of the nature of tools and machines, and of how much they help us to work faster and better, the class can repeat Activity 2 of Lesson 6. (Perhaps the teacher will still have the elements of the original display; if not, a new one can be assembled.) Emphasis should now be placed on the more complicated machines and how they help us to divide the labor and specialize. The discussion should also touch on how much more we have because of these machines, and how savings are important because they enable us to purchase machines that produce faster and better.
9. As a reminder of the role of transportation in encouraging trade and thus making specialization possible, those who participated in the field trips outlined in Activity 11 of Lesson 14 can repeat their findings to the class, or the teacher can review the main points. Afterward the class can discuss how some areas have better transportation than others, and how transportation aids specialization and thus helps us produce faster and better and have a greater variety of goods.
10. As a reminder of the difference between the money system and barter, and of the advantages of the money system, the class can reenact the playlet described in Activity 13 of Lesson 15. A repe-

tition of the expansion of this playlet contained in Activity 14 of Lesson 15 would also be most useful. The class discussion can follow the lines laid down there.

11. As a reminder of the effect on wages of the demand for and supply of labor, the class can repeat the hiring game described in Activity 8 of Lesson 16. Afterward the class can discuss the effect on wages of supply and demand, training, the way one works, the amount of risk involved, and the season of the year.
12. As a reminder that choices are limited by our resources (income), the class can repeat the shopping game described in Activity 6 of Lesson 17. Afterward the class can discuss how choices are affected by the amount of income available.
13. As a reminder of the effect that price has on consumer choices, the class can repeat the exercises in comparative shopping described in Activities 7 and 10 of Lesson 17. The discussion afterward should lay particular stress on the effect that these consumer decisions have on producers.
14. To remind the children of how changing consumer tastes can affect the kinds of goods that producers produce, members of the class can retell in their own words the stories "Happy Mr. Sweet" (Lesson 24) and "The Sad Cow" (Lesson 25). The discussion should concentrate on producers' efforts to meet the demands of consumers.
15. As a reminder of the differences between methods of production today and the amount of goods and services we enjoy, on the one hand, and those of the pioneers on the other, the class can review the discussion pictures on pages 195–98 of the text. The discussion should concentrate on the underlying reasons for our greater abundance of goods and services today, namely, greater division of labor, more tools and machines, and improved transportation.
16. As a reminder that it is important to save land, materials, and labor for the production of tools and machines, the class can review the stories "The Ditch That Brings Food" (Lesson 3) and "The Farmer's Sons" (Lesson 24). These stories point out the importance of sacrificing present satisfaction for future gains.
17. As a reminder that whenever people choose between different goods, between different kinds of work, between work and leisure, or between different kinds of leisure, they must sacrifice something, the class can reenact the play "Should Father Fix the Sink?" described in Activity 3 of Lesson 7. The point can also be illustrated

by retelling the sled-fixing story from the recorded lesson of Lesson 7.

18. To remind the children that we are rewarded when we follow rules and customs and are punished when we disregard them, the teacher can discuss with the class the points raised in Questions 8–15 under "Reinforcing the Recorded Lesson" in Lesson 12. Questions 13–15, which concern the businessman and the worker, can also be discussed in connection with the businesses of Mr. Baker, Mr. Wooley, and Mr. Hall. The class should note that their past reputation for reliability helped them get their loans from the bank.
19. As a reminder of the importance of rules and how they are made in our society, the class can review the story in Activity 14 of Lesson 12 and go over the role of rules in business as brought out in Lessons 21–23.
20. As a reminder of the role of rules regarding private property in our society and the importance of government in providing the basic order without which business would be impossible, the class can review the material discussed in Activity 17 of Lesson 21, Activity 14 of Lesson 22, and Activity 16 of Lesson 23.
21. To remind the children of how representative government functions, and the responsibilities it entails, the teacher can reread the story "The Big, Big Shopping List" from Lesson 18 to the class. The discussion afterward can follow the points listed in Activity 15 of Lesson 18, and should stress the idea of election (choice) of representatives who in turn make decisions binding on us all.
22. As a reminder of the reasons for taxes, the class can review the material contained in Activities 4–6 of Lesson 18. The discussion of the various things that families buy together through city, state, and U.S. governments should bring out that such things could hardly be bought by individual families, and that such things are really needed. In this review the class can also discuss in greater detail the help that city, state, and U.S. governments give to the needy and unemployed in light of what has been learned from Activity 10 of Lesson 25.
23. As a reminder to the children of the risks the businessman takes and the extra reward called profit he receives because he takes these risks, the class can review "Why Is the Owner Worried?" on page 246 of the text. The discussion should bring out that the owner is worried because of the threat of competition. As a reminder that the businessman takes other risks, the class can discuss again the situations outlined in Activities 13 and 14 of Lesson 23.

24. As a reminder of the importance of savings and banks; the role of the businessman in bringing together materials, tools, labor, and workplace to produce goods; the risks that the businessman takes; and the importance of the consumer—the class can repeat the sequence of banking, producing, and buying games suggested in Lessons 20 through 25. The following points should be covered:
- a) Many savers contribute to the pool of savings in the bank; thus the large pool that the bank uses for business is really the total of many smaller savings. This collection of small savings enables people to go into business.
 - b) Before a bank loans out these savings, it must know whether the borrower is honest and whether the goods or services he plans to produce are likely to sell so that he will be able to repay the loan.
 - c) Loans from the bank are repaid with interest for the use of the money, and the bank in turn pays interest to the savers who have let the bank use their money.
 - d) The businessman must buy tools and materials, must rent or buy a workplace, and must hire labor to produce goods or services.
 - e) When people buy everything that is produced, producers continue to produce, everyone has a job, and businessmen earn a profit.
 - f) When people do not buy everything that is produced, producers may have to discontinue their businesses, and workers may lose their jobs. If people buy everything that is produced, workers can stay on their jobs.
25. To remind the children how changes have occurred because of inventions and the increased use of machines, the teacher can review with the class the story "How Producers Changed" on page 203 of the text. The class discussion afterward can follow the lines of Activity 9 of Lesson 13.

Indexes

Four separate indexes are provided below. They are an index to the Resource Unit, an index to the hardcover text, an index to the Activity Book, and an index to the Recorded Lessons booklet.

These indexes are for the exclusive use of the teacher. They contain many technical words, phrases, and definitions that children are not expected to be able to use or understand. Such adult language is included simply to facilitate the use of the indexes by the teacher, who will instinctively look for precise references.

The teacher will find the definitions of terms and principles included in the indexes extremely useful as a teaching guide. He should remember, however, that although children should understand the functioning of principles, they need not define terms or recite such principles.

Several abbreviations are used throughout the indexes to facilitate the listing of references and cross references:

R.U.—Resource Unit

A—Activity, as indicated numerically in the section entitled “Activities” found under each lesson heading in the Resource Unit

P—Purpose, as indicated numerically in the section entitled “Purpose of the Lesson” found under each lesson heading in the Resource Unit

R—Reinforcing question, as indicated numerically in the section entitled “Reinforcing the Recorded Lesson” found under each lesson heading in the Resource Unit

S—The section entitled “Stories, Poems, Songs” found under each lesson heading in the Resource Unit.

T.—Hardcover text

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Occupations (change): Old and New Jobs, 13B, R.U. 92 (A 20b)

Occupations (choice): Why People Choose Their Jobs, 26A, R.U. 172 (A 15a)

Price: How Much Would You Pay?, 15A R.U. 113 (A 16a); When Can You Pay Less?, 17B, R.U. 126 (A 12b); Which Costs More?, 17A, R.U. 126 (A 12a)

Producers: People Who Do Useful Work Are Producers, 2C, R.U. 29 (A 16c); *see also* Consumers; Nonproducers

Producers of goods: Goods and Services, 4A, R.U. 40 (A 10a); What Do Producers Do?, 13A, R.U. 92 (A 20a)

Producers of services: Goods and Services, 4A, R.U. 40 (A 10a); What Do Producers Do?, 13A, R.U. 92 (A 20a)

Saving: How Does Bill Take His Savings to the Bank?, 19A, R.U. 136 (A 9a); What Did These People Save For?, 19B, R.U. 136 (A 9b); When Does Father Save Money?, 7B (R.U. 56 (A 10b); Where Will Your Savings Be Safest?, 19C, R.U. 136 (A 9c)

Saving (use): What Happens First at the Bank?, 20A, R.U. 141 (A 12a); What Happens to Savings?, 21C, R.U. 149 (A 18c), 22C, R.U. 154 (A 17c), 23C, R.U. 160 (A 22c)

Seasons: The Pioneer's Life Was Tied to the Seasons, 11A, R.U. 76, 77 (A 10a)

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Volunteer work: How Can Volunteers Help?, 27B, R.U. 180 (A 16b); Which of These People Might Be Volunteers?, 27A, R.U. 180 (A 16a)

Wants, unlimited: What Do You Wish For?, 9A, R.U. 65 (A 10)

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Churchill Wexler Film Productions, 801 N. Seward St., Los Angeles, Calif.

Coronet Instructional Films, Inc., Coronet Bldg., Chicago 1, Ill.

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Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill.

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Frith Films, 1816 N. Highland Ave., Hollywood 28, Calif.

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